

A Comparative Study of Athletes And Non-Athletes on Emotional Intelligence

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The most important objectives of sport psychology, is to enhance sport performance and to promote psychological profiles of sportpersons. A number of factors can either facilitate or inhibit sport performance. Emotions may play just as an important role in sport as any other factor such as the physical, psychological, social and spiritual factors, related to sport performance. Thorndike (1920) defines emotional intelligence as 'the ability to understand and manage men and women, boys and girls-to act wisely in human relations.' The present study investigates a comparative study of athletes and non-athletes on emotional intelligence. The sample comprised of 95 students of various colleges (athletes = 50 and non-athletes = 45) of Odisha. Emotional intelligence Test was administered to all the subjects. To find out the significance of mean difference between athletes and non-athletes, t-test was applied. The result was found to be significant. It means athletes were differing from non-athletes in emotional intelligence.

KEY WORDS: athletes, non athletes, emotional intelligence

INTRODUCTION

Emotional intelligence (EI) has been reported to be more realistic than other measures in evaluating performances in many fields of human activities (Ajayi et al, 2008). The term emotional intelligence was used, for the first time, by Wine Pyre, in his doctorate thesis; but in 1990, Mayer and Salovey extended its meaning (Hassan Alian, 2005). Mayer and Salovey (1993) assert that, emotional intelligence is the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this

information to guide one's thinking and action and promote emotion and intellectual growth.

One of the most important theoreticians of personality, social and emotional view, is Bar-On, the first formulator of Emotional Intelligence Questionnaire. Bar-on considers emotional intelligence an important factor in determining individuals' capabilities for being successful in life and regards it to be in direct relationship with sentimental health, i.e. current

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psychological condition and in sum emotional health. Emotional intelligence and emotional and social skills change and grow in the course of time and can be improved by training and corrective programmes such as their therapeutic techniques (Bar-on & Parker, 2000). Based on what was said, present study was conducted in search of an answer to the question that whether there is difference between emotional intelligence of athlete and non athlete female students.

Aghayee, Nouri, Sharifi, Atashpour and Hagh Negahdar (2007) in research under title of 'Study of Emotional Intelligence Relationship with Athletic Success among Professional and Semi-Professional Athletes' came to the conclusion that there was a positive and significant association between emotional intelligence overall scores and athletes' athletic success ($p < 0.001$). Hassan Alian (2005) in a study under title of 'Comparison of Emotional Intelligence of Champions and Athletes of Group and Individual Sports with Non-Athlete Individuals' came to the conclusion that athletes significantly differ from non athletes in terms of emotional intelligence, intra-individual intelligence, inter-individual intelligence, adaptability, stress control and common temperament. In addition, difference of athletic champions from other athletes, in addition to the above mentioned aspects, in sub emotional self-consciousness tests,

i.e. self-assertiveness, self-regard, independence, intimacy, accepting social responsibility, problem solving, reality test, flexibility, stress endurance, shock control, and optimism was significant. Level of inter-personal intelligence in athletes of group sports was more than athletes of individual sports.

Furthermore, athletic champions compared to non-champion athletes and non-athletes significantly have a higher degree of stress control and self-regard. In terms of common temperament (liveliness and optimism), athletes are much more lively and optimist compared to non-athletes. Also, adaptability of athletes was significantly higher than non-athletes. Besharet, Abbasi and Mirza Kamsefidi (2005) in a research under title of 'Athletic Success in Group and Individual Sports Based on motional Intelligent' came to the conclusion that there is a positive relationship between emotional intelligence and athletic success in group and individual sports.

Objectives

To compare the emotional intelligence of athletes and non-athletes.

Hypothesis

Athletes would differ from non-athletes on emotional intelligence.

METHODOLOGY

The Sample

The sample of the present study comprised of district and state level inter-college athletes and non athletes of Odisha. A total number of 50 athletes

(male= 30, female =20) and 45 non-athletes (male=25 and female = 20), who had participated variously at district level competitions, college Annual Athletic meet, and state level competitions, were included in this study. The age of the subjects was 18 to 25 years.

Instrument

Standardized sport specific questionnaires were used in this study.

Emotional intelligence Test

Emotional intelligence was measured, using the Emotional Intelligence Test (EIT), developed by Chadha (2001). It comprises 22 questions, with four options. This test measures EQ through emotional reaction to different situations. The retest reliability of the test was found to be 0.94.

PROCEDURE

The instrument used in this study were compiled and printed in English. Each instrument was preceded by a separate set of instructions. Some background information regarding age; gender; name of the state to which they belonged; name of the game and event; educational qualification; level of experience and level of participation (such as district, state), was also obtained from the respondents. The data were collected from the respondents during their off practice hours.

RESULTS & DISCUSSION

To find out the significance of mean difference between athletes and non-athletes on Emotional Intelligence Test, t-test was applied. Results are presented in the Table no 1.

Table-1: Significance of Mean Difference between athletes and non-athletes on Emotional Intelligence Test

Group	Mean	S.D.	t-value
Athletes	14.5	4.31	3.11**
Non-Athletes	10.55	4.55	

(N=95, DF=93)

Table 1 shows the significance of mean difference between athletes and non-athletes on Emotional Intelligence Test. The mean score of athletes on emotional intelligence test is found to be (14.5) and the mean score of non-athletes on emotional intelligence test is found to be (10.55). The result was found to be significant. It means the athletes are differing from non-athletes on emotional intelligence test.

The present investigation is the comparative study of athletes and non-athletes on emotional intelligence. The result was found to be significant. It means athletes are significantly differing from non-athletes on emotional intelligence. H_0 is accepted. The result could be due to the fact that participation and exposure to different sporting competitions helped the athletes to cope, manage and control their emotions and

develop emotional intelligence. Results of present research is consistence with research results of Hassan Alian (2005), Besharet et al (2007), Aghayee, Nouri, Sharifi, Atashpour and Hagh Negahdar (2007). Results of present research are consistent with research results of Hassan Alian (2005). In present century, when daily life is full of stresses, ability in control of undesirable emotions is of special importance in emotional health (Goleman, 1995). Role of emotional ability is very important in psychological health. In addition, ability to recognize the emotion, in oneself and others, is essential for emotional health. Without this ability, comprehension of other people's feelings and sentiments is impossible and people may have no experience of intimacy and mutual understanding.

CONCLUSION

Hence, given the effect of emotional

intelligence in educational, occupational and social success of training programs for enhancing emotional intelligence in all people, especially athletes, is necessary. On the other hand, non-athletes can develop their emotional intelligence. According to Goleman (1996), emotional intelligence can be learned and enhanced and it is a flexible skill.

LIMITATIONS

The present study has the following limitations.

1. In this present study, only district and state level athletes were included. So, in further research national level athletes should be included for a better comparative study.
2. The present study is limited to only one sports discipline. So, athletes from other sports disciplines should be taken into account, for a better comparative study on emotional intelligence test.

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