Study of Relationship between Emotional Intelligence and Specific Sports Achievement among College Girls in India

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Abstract: *The objective of the study is to find out the relationship between Emotional Intelligence (EI) and Sports Achievements of College going Girls. Methodology: For the purpose of the study 50 players in different Games &Sports and 50 Non playing Girls were randomly selected. The age of all the subjects ranging from 18yrs. To 22yrs. Emotional Intelligence Scale (EIS) developed by Schutle et all. (1998) was used to assess the Emotional Intelligence level of the subjects. Descriptive statistics was used to examine the significance difference among five domains of Emotional Intelligence (Self Recognition, Self - Regulation, Self - Motivation, Empathy and Handling Relations). One Way ANOVA was used and hypothesis was tested at.05 level of significance. Results: The Mean and Standard Deviation of Non - Playing Girls are Self - Recognition (15.5 +2.60), Self - Regulation (15.38+3.51), Self - Motivation (18+2.74), Empathy (20+2.43) and Handling Relations (29.52+3.74) and total EI Scale is (99.16+5.25). Mean and standard deviation of players in different games and sports are Self - Recognition (15.9+2.70), Self - Regulation (18.78+3.19), Self - Motivation (22.92+3.36), Empathy (22.6+2.52) and Handling Relations (32.9+3.32) and Total EI Scale is (113.1+6.32). The ANOVA result shows that the "p - values" of the domains of Emotional Intelligence is less than 0.05 and hence F - value is significant at 5% level. Summarizing the key findings and implications of the study: Results clearly indicates that there is a significant difference existing between the Emotional Intelligence and Sports Achievements of College Girls. Students who are high on the EI Scale are having high sports achievement hence EI plays major role in sports achievements among Girls. Development of EI among player's leads to better sports performance.*

Keywords: Emotional Intelligence, Sports Achievement, Empathy, Self - Motivation, College Girls

1. Introduction

The world psychology refers to the study of human behavior and Sports Psychology denotes a Sub Category that deals with the behavior of the Athletes and teams engaged in the competitive Games and Sports. Performance of Games and Sports is not totally dependent on the physiological aspects of the athletes but also depends upon numerous other Sociological and psychological factors. These psychological factors are Personality, intelligence, attitude, motivation, anxiety, Confidence, Decision making, etc. from last many years to improve the sports performance sports psychology researchers have become vocal in their suggestions that emotional Intelligence (EI) may be an Important construct in the sports domain. Emotional Intelligence theory was originally developed by research work, writings of Harward Gardener (Harward), Peter Solovey (Yale) John Mayer (New Hampshire) during the 1970's and 1980's. Daniel Colman's book entitled as "Emotional Intelligence" identifies five domains of emotional Quotient such as Self – Recognition (Knowing your Emotions), Self – Regulation (managing your emotions), Self – Motivation (Motivating yourself), Empathy (recognizing and understanding others emotions) and Handling Relations (managing emotions of others) (Nelson and Low, 2003, Solvey and Mayer, 1990)

Stay motivated and setting a strong goals and targets is necessary for all the athletes and are contributing for predictions of performance for athletes (Wielinga et al., 2011). Development of EI is an international, active and engaging process (Nelson and Low, 2003). By developing EI one can become more productive and successful. An exercise programme stressing the components of the muscular endurance and muscular strength increases self - Concept, Physical exercise has been linked to good mental health and positive self – Concept. (James, 1982). Majority of research suggests that EI activities lead to superior performance even in the most intellectual career. EI predicts academic achievement (Zee. at al., 2000; Parker et al., 2004; Marquez Martin et al., 2006)

On the factor intelligence university players were found better than the college players in Basketball (Mariappan & Alexander, 2014). The Emotional Intelligence can enhance leadership performance, team cohesion, and coping with pressure (Bal et al., 2011). To be perfect in sports one should one should have to be very good in physical, and psychological aspects. So the present study is carried out to find the relationship between Emotional Intelligence and sports achievements among college girls.

Aim
Aim of the present study was to find out the relationship between Emotional Intelligence and sports achievement among college girls

Objective
Emotional Intelligence plays a major role in the life of an individual to achieve any goal. To perform well in sports you must have to develop your emotions like (Self Recognition, Self - Regulation, Self - Motivation, Empathy and Handling Relations). Once you start sports activities in early age all these domains of EI will improve. This will help the students to work efficiently in every field and at all defined workplaces.

2. Methodology

For the purpose of the study 50 players in different Games & Sports and 50 Non playing Girls were randomly selected. The age of all the subjects ranging from 18yrs. To 22yrs. Emotional Intelligence Scale (EIS) developed by Schutle et al. (1998) was used to assess the Emotional Intelligence level of the subjects. There are 33 questions in this Scale with minimum score 33 and maximum score 165. It is a five point rating scale and ratings are Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Descriptive statistics was used to examine the significance difference among five domains of Emotional Intelligence (Self

Recognition, Self - Regulation, Self - Motivation, Empathy and Handling Relations). College students are asked to record their responses on the separate questioners. One Way ANOVA was used and hypothesis was tested at.05 level of significance.

3. Results and Discussions

To compare all the domains of the Emotional Intelligence scale and total scores of EI of the Selected Sports and Non - Sports Person (Girls) the one way analysis of variance was applied and data pertaining to these have been presented in the tables 1to 6 and figures from 1 to 2.

Table 1: Descriptive Statistics of Selected Sports and Non - Sports Person (Girls) on Self –Recognition Domain of Emotional Intelligence Scale

Self - Recognition					
Summary					
Groups	*Count*	*Sum*	*Average*	*Variance*	*SD*	
Non Sports Person (Girls)	50	775	15.5	6.785714	+2.604940	
Sports Person (Girls)	50	795	15.9	7.316327	+2.704870	
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P - value*	*F crit*
Between Groups	4	1	4	0.567294	0.453142	3.938111
Within Groups	691	98	7.05102			
Total	695	99				

The Mean and Standard Deviation of Non - Playing Girls in Self - Recognition domain is (15.5 +2.60), and Girlsof different games and sports is (15.9+2.70). The ANOVA result shows significant differencein Self - Recognitionof Emotional Intelligence Scale.

Table 2: Descriptive Statistics of Selected Sports and Non - Sports Person (Girls) on Self –Regulation Domain of Emotional Intelligence Scale

Self - Regulation					
Summary					
Groups	*Count*	*Sum*	*Average*	*Variance*	*SD*
Non Sports Person (Girls)	50	769	15.38	12.36286	+3.51608589
Sports Person (Girls)	50	939	18.78	10.21592	+3.19623529
ANOVA					
Source of Variation	*SS*	*df*	*MS*	*F*	*P - value*	*F crit*
Between Groups	289	1	289	25.59926	1.96E - 06	3.938111
Within Groups	1106.36	98	11.28939			
Total	1395.36	99				

The Mean and Standard Deviation of Non - Playing Girls in Self - Regulation is (15.38+3.51), and Girlsof different games and sports is (18.78+3.19), The ANOVA result shows that the "p - values" of this domains of Emotional Intelligence is less than 0.05 and hence F - value is significant at 5% level.

Table 3: Descriptive Statistics of Selected Sports and Non - Sports Person (Girls) on Self –Motivation Domain of Emotional Intelligence Scale

Self - Motivation					
Summary					
Groups	*Count*	*Sum*	*Average*	*Variance*	*SD*	
Non Sports Person (Girls)	50	900	18	7.55102	+2.74791193	
Sports Person (Girls)	50	1146	22.92	11.34041	+3.36755252	
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P - value*	*F crit*
Between Groups	605.16	1	605.16	64.06715	2.49E - 12	3.938111
Within Groups	925.68	98	9.445714			
Total	1530.84	99				

The Mean and Standard Deviation of Non - Playing Girls in Self - Motivation is (18+2.74), and Girls of different games and sports is (22.92+3.36). The ANOVA result shows that the "p - values" of this domains of Emotional Intelligence is less than 0.05 and hence F - value is significant at 5% level.

Table 4: Descriptive Statistics of Selected Sports and Non - Sports Person (Girls) onEmpathy Domain of Emotional Intelligence Scale

EMPATHY						
Summary						
Groups	*Count*	*Sum*	*Average*	*Variance*	*SD*	
Non Sports Person (Girls)	50	1038	20.76	5.941224	+2.4374	
Sports Person (Girls)	50	1130	22.6	6.367347	+2.5233	
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P - value*	*F crit*
Between Groups	84.64	1	84.64	13.75302	0.000346	3.938111
Within Groups	603.12	98	6.154286			
Total	687.76	99				

The Mean and Standard Deviation of Non - Playing Girls in Empathy is (20+2.43) and Girlsof different games and sports is (22.6+2.52). The ANOVA result shows that the "p - values" of this domains of Emotional Intelligence is less than 0.05 and hence F - value is significant at 5% level.

Table 5: Descriptive Statistics of Selected Sports and Non - Sports Person (Girls) on Handling Relation Domain of Emotional Intelligence Scale

Handling Relation						
Summary						
Groups	*Count*	*Sum*	*Average*	*Variance*	*SD*	
Non Sports Person (Girls)	50	1476	29.52	14.0098	+3.7429	
Sports Person (Girls)	50	1645	32.9	11.03061	+3.3212	
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P - value*	*F crit*
Between Groups	285.61	1	285.61	22.81193	6.26E - 06	3.938111
Within Groups	1226.98	98	12.5202			
Total	1512.59	99				

The Mean and Standard Deviation of Non - Playing Girls in Handling Relations is (29.52+3.74) and Girlsof different games and sports is (32.9+3.32). The ANOVA result shows that the "p - values" of this domains of Emotional Intelligence is less than 0.05 and hence F - value is significant at 5% level.
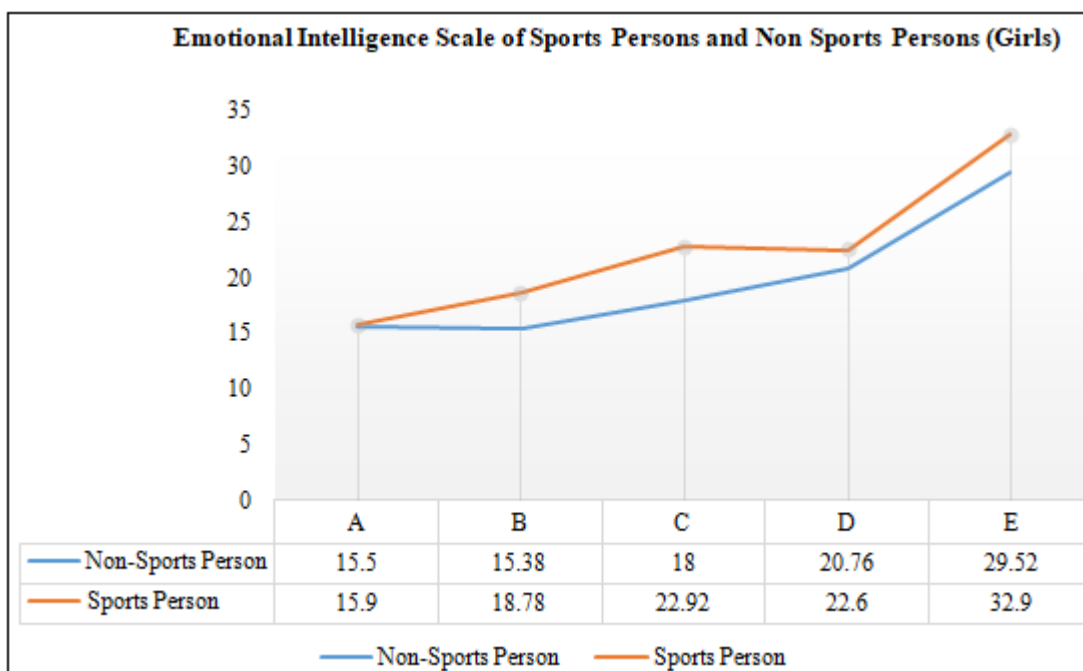

Figure 1: Mean Score Comparison of Selected Sports and Non - Sports Person (Girls) of all Domains of Emotional Intelligence Scale
A- Self - Recognition, B - Self - Regulation, C - Self - Motivation, D - Empathy, E - Handling Relation

The figure clearly indicates that there is significance difference in all the domains (A - Self - Recognition, B - Self - Regulation, C - Self - Motivation, D - Empathy, and E - Handling Relation) of Emotional Intelligence levels of Non - Playing Girls and Girls of different Games and Sports.

Table 6: Descriptive Statistics of Selected Sports and Non - Sports Person (Girls) on Total Scores of Emotional Intelligence Scale

Total Emotional Intelligence Scale						
Summary						
Groups	*Count*	*Sum*	*Average*	*Variance*	*SD*	
Non Sports Person (Girls)	50	4958	99.16	27.56571	+5.2503	
Sports Person (Girls)	50	5655	113.1	39.96939	+6.3221	
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P - value*	*F crit*
Between Groups	4858.09	1	4858.09	143.8686	6.16E - 21	3.938111
Within Groups	3309.22	98	33.76755			
Total	8167.31	99				

The Mean and Standard Deviation of Non - Playing Girls in total Emotional Intelligence Scale is (99.16+5.25) and Girlsof different games and sports is (113.1+6.32). The ANOVA result shows that the "p - values" of this domains of Emotional Intelligence is less than 0.05 and hence F - value is significant at 5% level.

Figure 2: Mean Score Comparison of Selected Sports and Non - Sports Person (Girls) on Total Scores of Emotional Intelligence Scale

It is clear from the above figure that their significance difference in the overall Emotional Intelligence levels of Non - Playing Girls and Girls of different Games and Sports.

4. Findings and Conclusion

On the basis of the results it has been find out that Emotional Intelligence was positively associated with sports achievements in females. The present study also shows that there is not much difference in the Self - Recognition domain of the sports and non - sports person girls. However on the other side Self - Regulation, Self - Motivation Empathy, and Handling Relations have strong positive correlation with sports achievements. It was also noticed that Self - Motivation domain shows the highest difference in sports and non - sports person girls. Hence the present study indicates that Emotional Intelligence will be developed through Games and Sports in college going females. By this we also understand that sports persons are highly self - motivated to perform well and to achieve their goals. With the help of games and sports we develop deep concentration and positive attitude towards our activities. It is also concluded that through games and sports not only EI is improved but students can also achieve in other fields of life.

Emotional Intelligence predicts success in sports achievements of the college students. Further research is also required to find out the effects of sports training and environmental factors for improvement in the Emotional Intelligence levels so that other causes and effects can be determined.
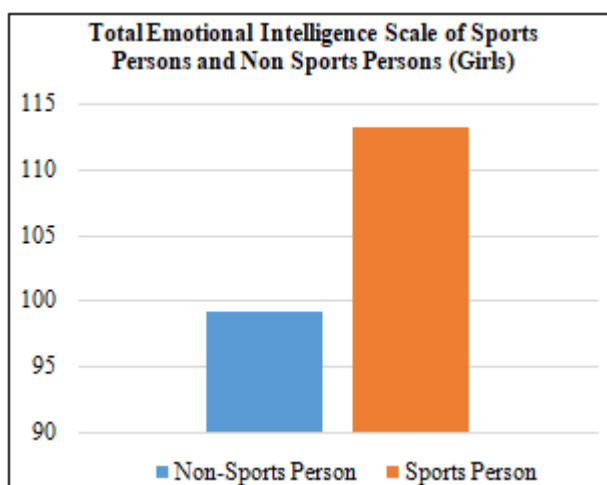
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