STUDY OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SPECIFIC SPORTS ACHIEVEMENT AMONG COLLEGE BOYS IN INDIA

Sandeep Deswal[1i],
Ravinder Pal Ahlawat[2]
[1]Research Scholar,
Department of Physical Education and Sports,
Central University of Haryana,
Mahendragarh, Haryana,
India
[2]Professor, Dr.,
Department of Physical Education and Sports,
Central University of Haryana,
Mahendragarh, Haryana,
India

Abstract:

Objective: The objective of the study is to find out the relationship between Emotional Intelligence (EI) and Sports Achievements of college-going boys. **Methodology:** For the purpose of the study, 36 players in different games & sports and 36 non-playing boys were randomly selected. The age of all the subjects ranged from 18 years to 22 yrs. The Emotional Intelligence Scale (EIS) developed by Schutle *et al.* (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 a .05 level of significance. **Results:** The Mean and Standard Deviation of Non-Playing Boys are Self-Recognition (13.97 $\pm$2.03), Self-Regulation (17.38$\pm$2.67), Self-Motivation (17.63$\pm$2.86), Empathy (19.08$\pm$3.28) and Handling Relations (31.61$\pm$4.61) and total EI Scale is (99.69$\pm$7.02). Mean and Standard Deviation of players in different games and sports are Self-Recognition (15.94$\pm$2.60), Self-Regulation (20.36$\pm$3.51), Self-Motivation (21.86$\pm$2.88), Empathy (22.72$\pm$2.06) and Handling Relations (34.72$\pm$3.75) and Total EI Scale is (115.61$\pm$6.37). The ANOVA result shows that the "p-values" of the domains of Emotional Intelligence are less than 0.05, and hence, the F-value is significant at a 5% level. **Summarizing the key findings and implications of the study:** Results clearly indicate that there is a significant difference existing between the Emotional Intelligence and Sports

---

[i]Correspondence: email s.deswal@yahoo.com

Achievements of college boys. Students who are high on the EI Scale have high sports achievement; hence, EI plays a significant role in sports achievement among boys. The development of EI among players leads to better sports performance.

Keywords: emotional intelligence, sports achievement, empathy, self-motivation, college boys

1. Introduction

The world psychology refers to the study of human behavior and sports psychology denotes a subcategory that deals with the behavior of athletes and teams engaged in competitive games and sports. The 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. To improve sports performance, sports psychologists have become vocal and give their suggestions. In their views Emotional Intelligence (EI) may be one of the important construct in the improvement of sports performance. Emotional Intelligence theory was originally developed by research work, and writings of Howard Gardener (Harward), Peter Solovey (Yale), and 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).

Staying motivated and setting strong goals and targets are necessary for all athletes and are contributing to 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 skills, one can become more productive and successful. An exercise programme stressing the components of muscular endurance and muscular strength increases self-concept. Physical exercise has been linked to good mental health and positive self-concept (James, 1982). The majority of research suggests that EI activities lead to superior performance, even in the most intellectual career. EI predicts academic achievement (Zee *et al.*, 2000; Parker *et al.*, 2004; Marquez Martin *et al.*, 2006).

Regarding the factor of intelligence, Emotional intelligence, adaptation to stressful encounters, and health outcomes (Matthews, & Zeidner, 2000). Emotional Intelligence can enhance leadership performance, team cohesion, and coping with pressure (Bal *et al.*, 2011). To be perfect in sports and to achieve high performance 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 boys.

2. Aim of the Study

The aim of the present study was to find out the relationship between Emotional Intelligence and Sports Achievement among college boys.

2.1 Objective of the Study

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

3. Methodology

For the purpose of the study, 36 players in different games and sports and 36 non-playing boys were randomly selected. The age of all the subjects ranged from 18 years to 22yrs. The 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 on this scale, with a minimum score of 33 and a maximum score of 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 in separate questionnaires. One-way ANOVA was used, and the hypothesis was tested at a .05 level of significance.

4. 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 (boys), the one-way analysis of variance was applied and data pertaining to these have been presented in the tables 1 to 6 and figures from 1 to 2.

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

Self-Recognition						
Summary						
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**	
Sports person (boys)	36	574	15.94444	6.796825	±2.60	
Non-sports person (boys)	36	503	13.97222	4.142063	±2.03	
ANOVA						
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**
Between groups	70.01389	1	70.01389	12.80091	0.000634	3.977779
Within groups	382.8611	70	5.469444			
Total	**452.875**	**71**				

The Mean and Standard Deviation of non-playing boys in the Self-recognition domain is (13.97 ±2.03), and that of boys of different games and sports is (15.94±2.60). The ANOVA result shows a significant difference in the Self-Recognition of Emotional Intelligence Scale.

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

Self-Regulation						
Summary						
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**	
Sports person (boys)	36	733	20.36111	12.35159	±3.51	
Non-sports person (boys)	36	626	17.38889	7.15873	±2.67	
ANOVA						
Source of variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**
Between groups	159.0139	1	159.0139	16.30049	0.000136	3.977779
Within groups	682.8611	70	9.755159			
Total	841.875	71				

The Mean and Standard Deviation of non-playing boys in Self-regulation is (17.38±2.67), and boys of different games and sports are (20.36±3.51). The ANOVA result shows that the "p-values" of this domain of Emotional Intelligence are less than 0.05, and hence F-value is significant at the 5% level.

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

Self-Motivation						
Summary						
Groups	Count	Sum	Average	Variance	SD	
Sports person (boys)	36	787	21.86111	8.294444	±2.88	
Non-sports person (boys)	36	635	17.63889	8.180159	±2.86	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between groups	320.8889	1	320.8889	38.95558	2.92E-08	3.977779
Within groups	576.6111	70	8.237302			
Total	897.5	71				

The Mean and Standard Deviation of non-playing boys in Self-Motivation is (17.63±2.86), and boys of different games and sports are (21.86±2.88). The ANOVA result shows that the "p-values" of this domain of Emotional Intelligence are less than 0.05, and hence, the F-value is significant at a 5% level.

Table 4: Descriptive Statistics of Selected Sports and Non-Sports
Person (Boys) on Empathy Domain of Emotional Intelligence Scale

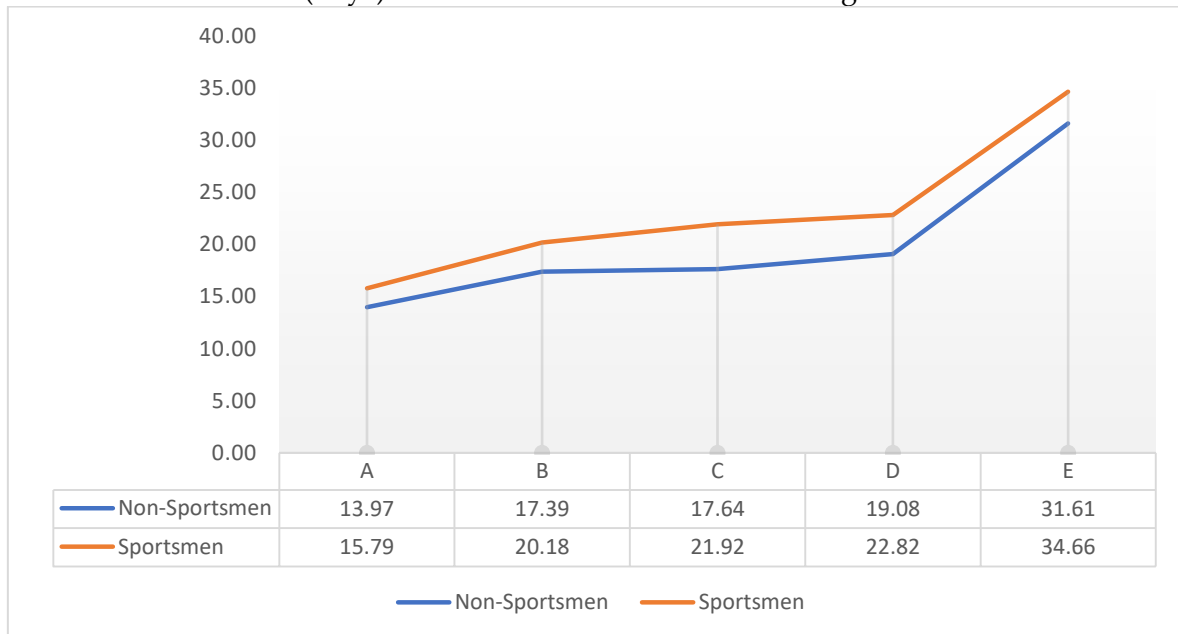| Empathy						
Summary						
Groups	Count	Sum	Average	Variance	SD	
Sports person (boys)	36	818	22.72222	4.263492	±2.06	
Non-sports person (boys)	36	687	19.08333	10.82143	±3.28	
ANOVA						
Source of variation	SS	df	MS	F	P-value	F crit
Between groups	238.3472	1	238.3472	31.60073	3.6E-07	3.977779
Within groups	527.9722	70	7.54246			
Total	766.3194	71				

The Mean and Standard Deviation of non-playing boys in Empathy is (19.08±3.28), and boys of different games and sports is (22.72±2.06). The ANOVA result shows that the "p-values" of this domain of Emotional Intelligence are less than 0.05, and hence, the F-value is significant at the 5% level.

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

Handling Relations						
Summary						
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**	
Sports person (boys)	36	1250	34.72222	14.09206	±3.75	
Non-sports person (boys)	36	1138	31.61111	21.33016	±4.61	
ANOVA						
Source of variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**
Between groups	174.2222	1	174.2222	9.836888	0.002501	3.977779
Within groups	1239.778	70	17.71111			
Total	1414	71				

The Mean and Standard Deviation of non-playing boys in Handling Relations is (31.61±4.61) and Boys of different games and sports is (34.72±3.75). The ANOVA result shows that the "p-values" of this domain of Emotional Intelligence are less than 0.05, and hence F-value is significant at the 5% level.

Figure 1: Mean Score Comparison of Selected Sports and Non-sports
Person (Boys) of all Domains of Emotional Intelligence Scale

	A	B	C	D	E
Non-Sportsmen	13.97	17.39	17.64	19.08	31.61
Sportsmen	15.79	20.18	21.92	22.82	34.66

Note: A- Self-Recognition, B- Self-Regulation, C- Self-Motivation, D- Empathy, E- Handling Relation

The figure clearly indicates that there is a significant 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 boys and boys of different games and sports.

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

Total Emotional Intelligence Scale						
Summary						
Groups	Count	Sum	Average	Variance	SD	
Sports person (boys)	36	4162	115.6111	40.5873	±6.37	
Non-sports person (boys)	36	3589	99.69444	49.41825	±7.02	
ANOVA						
Source of variation	SS	df	MS	F	P-value	F crit
Between groups	4560.125	1	4560.125	101.3299	3.03E-15	3.977779
Within groups	3150.194	70	45.00278			
Total	7710.319	71				

The Mean and Standard Deviation of non-playing boys in the total Emotional Intelligence Scale is (99.69±7.02), and boys of different games and sports are (115.61±6.37). The ANOVA result shows that the "p-values" of this domain of Emotional Intelligence are less than 0.05, and hence F-value is significant at the 5% level.

Figure 2: Mean Score Comparison of Selected Sports and
Non-Sports Person (Boys) on Total Scores of Emotional Intelligence Scale
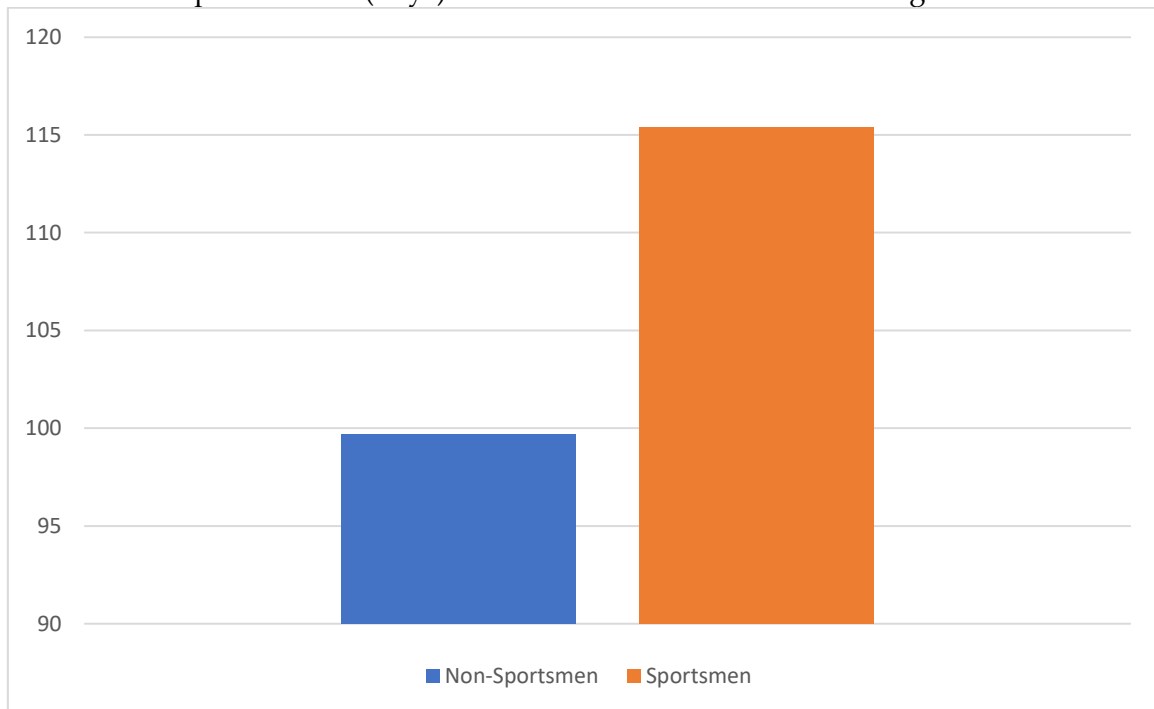
It is clear from the above figure that there is significant difference in the overall Emotional Intelligence levels of non-playing boys and players (boys) of different games and sports.

5. Findings and Conclusion

The results showed that emotional intelligence is positively associated with sports achievements in males. The present study also shows that there is not much difference in the Self-Recognition domain of the sports and non-sports person boys. However, on the other side Self-Regulation, Self-Motivation Empathy, and Handling Relations have a strong positive correlation with sports achievements. It was also noticed that the Self-Motivation domain shows the highest difference in the groups (sports and non-sports person boys). Hence, the present study indicates that Emotional Intelligence will be developed through games and sports in college-going males. 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 a 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 the success of college students in sports achievements. Further research is also required to find out the effects of sports training and environmental factors on improvement in Emotional Intelligence levels so that other causes and effects can be determined.

Conflict of Interest Statement
The authors declare no conflicts of interest.

About the Author(s)
Sandeep Deswal, Chief Technical Officer. Academic Qualifications - PhD (continue), MA, M. Phil (Physical Education), Diploma in Sports Coaching (Athletics), ICAR-National Dairy Research Institute Karnal 132001 (Haryana), India. Research Interests: Sports Psychology, Sports Training and Performance, Physical Education.
ORCID: https://orcid.org/0000-0002-9355-8825

References

Arora, S., Ashrafian, H., Davis R., Athanasiou, T., & Darzi, A., & Sevailis, N. (2010). Emotional Intelligence in medicine: a systemic review through the context of the ACGME competencies, *Medical Education, 44*, 749-764

Bal, B. S., Singh, K., Sood, M., & Kumar, S. (2011). Emotional Intelligence and sporting performance: A comparison between open and closed skill athletes. *Journal of Physical Education and Sports Management, 2*(5), 48-52

Cote S., Lopes, P. N., Salovey, P., & Miners, C. T. H. (2010). Emotional Intelligence and Leadership emergence in small groups. *The Leadership Quarterly, 21*, 496-508.

Cvetkovski, J. S. (2017). *Sports Leadership Guide: The art of emotional Intelligence and leadership in athletics*, Create Space Independent Publishing.

Gill, D. L. (1986). *Psychological dynamics of sports USA*, Human Kinetics, p. 31-33.

Kumar, S. and Chahal, D. (2016). Role of emotional intelligence in sports performance among senior secondary schools students in Mahendragarh District, *International Journal of Advanced Education and Research*, Vol. 1, no. 7, pp. 28-32.

Laborde, *et al.*, (2011). Trait emotional Intelligence in sports: A protective role against stress through heart rate variability? *Personality and Individual Differences,* vol. 51, no. 1, pp. 23-27.

Matthews, G., & Zeidner, M. (2000). Emotional intelligence, adaptation to stressful encounters, and health outcomes. In R. Bar-On & J. D. A. Parker (Eds.), The handbook of emotional intelligence (pp. 459–489). San Francisco: Jossey-Bass.

Meyer, B. B., & Fletcher, T. B. (2007). Emotional Intelligence: A theoretical overview and implications for research and professional practice in sport psychology. *Journal of Applied Sports Psychology, 19*(1), 1-15.

McGee, N. (2018). Trait emotional intelligence and substance use behaviors among students-athletes mediating effects of coping. Master's Theses University of Cincinnati.

Nelson, D., Low, G. (2003). *Emotional Intelligence: achieving academic and career excellence*. Upper Saddle River, PA., Prentice Hall. Pp.12, 102.

Parker, J. D. A., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. Personality and Individual Differences, 36, 163–172.

Perlini H, Halverson R. T. (2006). Emotional intelligence in the national hockey team, *Journal of Beag, Sci.38* (2): 109-119

Salovey, P. and Mayer, J. D. (1990). Emotional Intelligence, Imagination, *Cognition and Personality. 9*, 185-211.

Schutle, V. X.., Malonff, J. M., Hajj, L. E., Hagger, D. J., Coopyr, J. L., C. J., Dorahei, L., (1998). *Psychological Review. 25*.pp. 167-77.m

Stoeber, J., Uphill, M.A. & Hotham, S. (2009). Predicting race performance in triathlon: The role of perfectionism, achievement goals, and personal goal setting. *Journal of sports & Exercise Psychology, 31*(2)211-245.

Wielinga, R., Cowcher, P., Bernabei, T. (2011). *Cycling serious about your sport*. London, UK: New Holland Publishers Ltd, pp. 12-88.

Wing, J. F., Schutte, N. S., & Byrne, B. (2006). The effect of positive writing on emotional intelligence and life satisfaction. *Journal of Clinical Psychology, 62*, 1291 -1302.