

## THE COMPARISON OF EMOTIONAL INTELLIGENCE BETWEEN TEAM AND INDIVIDUAL SPORTS FEMALE PLAYERS

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The objective of present paper is to find the emotional intelligence differences between team and individual sports female players. Purposive sampling technique is used to select the 300 female players from team sports (150) and individual sports (150). The age of subjects is ranging between 18 to 25 years. Further, the study is delimited to all India inter- university and national level players of Punjab. Players of hockey, Volleyball, Basketball, Football and handball served as subjects for team sports and players from wrestling, judo, boxing, fencing, weight lifting served as subjects for individual sports. Emotional intelligence questionnaire comprising 34 items by Hyde et al. (2001) was used as data collection tool. To examine the significance differences between groups unpaired t-test is used to test hypothesis at level of 0.05. The results ( $t = 1.5491$ ,  $P > 0.05$ ) Indicated that there is no significant difference between team sports ( $132.43 \pm 9.85$ ) and individual sports ( $130.9 \pm 6.97$ ). The difference (1.53) between means is in favour of team sports. So, it can be concluded that analysis for various sub-parameters (self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self- development, value orientation, commitment & altruistic behaviour) of emotional intelligence between team and individual sports may reveal some guiding facts for coaches and physical educationists.

**Keywords:** Emotional Intelligence, Individual Sports, Team Sports, Female Players.

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## Introduction

Emotions play a crucial role in the human psyche, influencing one's emotions, attitudes, beliefs, and behavior. As a consequence, it is fair to assert that feelings are the main driving factor behind all psychological behavior. Recognizing and understanding the significance of different emotional states, as well as their relationships to other sensory experiences, is part of perceiving emotions (Mayer, et al. 2008). Understanding emotions includes understanding how simple emotions are combined to form complex emotions, how emotions are shaped by events preceding experiences, and whether different emotional responses are probable in different social situations. Regulating emotions refers to the ability to regulate one's own and others' emotions. Emotional intelligence is a measure of how well an individual perceives, understands, and manages emotions.

Emotional intelligence (EI) is an exceptionally new concept. Salovey and Mayer first coined the term "emotional intelligence" in 1990 to seize the shape of "social intelligence" that allows people to manipulate their feelings. They have been many of the first to endorse that intelligence protected extra than what becomes measured via way of means of IQ tests. Emotional.

Intelligence refers to a person's inherent cap potential to be privy to his personal feelings and to reflexively self-adjust the feelings. It affords a self-perceived cap potential to manipulate the feelings of one and others. Emotional intelligence empowers people to address conditions that get up and manipulate immediate demands. It performs a pivotal function in defining the achievement of an individual, whether or not one is an athlete or not. It has been recognized as a key thing in achievement, in the workplace, business, and lifestyles in general.

Emotions had been observed to have an effect on sports activities overall performance. In the game domain, EI is critical for each athlete and their leaders or coaches. Evidence suggests that EI is superb for each athlete and coaches regarding overall performance and mental skills. For the athletes, better EI is a companion with better overall performance in crew sports activities including cricket, hockey, soccer, basketball, and football. For the coaches, excessive EI is related

To training efficacy. To be capable of carrying out at the best levels, athletes need to be capable of cope efficaciously with pressure, anxiety, and injuries, which are common in sports activities and bodily activities (Laborde et. al, 2011). Coping effectiveness refers back to the diploma wherein a coping approach is a hit in assuaging the bad feelings resulting from pressure and anxiety.

In sports, emotional intelligence can be defined as an athlete's ability to motivate himself/herself, control his/her feelings (towards teammates, co-workers, opponents, referees, umpires, managers, opposing team managers, and other factors), direct-controlled feelings in a positive way, and establish positive and effective communication to gain control over stress levels and use that control to improve skills Adilogullari (2011). An emotional intelligent athlete, on the other hand, is skilled in four areas: knowing, recognizing, utilizing, and controlling emotions Salovey & Mayer, (1990).

In recent years, the concept of emotional intelligence has been used in a variety of psychological research fields, and it has been the subject of many Hypothesis and ideas throughout the literature Mayer et.al, 2003. Furthermore, several researchers have previously introduced and established the concept of emotional intelligence as a type of intelligence that includes talents, competencies, and skills that enables an individual to recognize emotions, solve emotional problems and handle and regulate their own emotions, as well as play an important role in their performances Lane et.al (2009). We often hear that an individual or team is 'playing on emotions,' or that feelings like hostility, anxiety, and frustration can build up or down during a game on any given day (Singh, et al. 2011). Thus, the objective of present investigation was to find the emotional intelligence differences between team and individual sports female players.

## Methodology

Design of the study:

This is a survey study to investigate the emotional intelligence differences between team and individual sports female players.

Sample:

Purposive sampling technique was used to select the 300 female players from team sports (150) and individual sports (150). The age of subjects was

Ranging between 18 to 25 years. Further, the study was delimited to all India inter- university and national level players of Punjab (India). Players of hockey, Volleyball, Basketball, Football and handball served as subjects for team sports and players from wrestling, judo, boxing, fencing, weight lifting served as subjects for individual sports.

Data collection tool:

Emotional intelligence questionnaire comprising 34 items by Hyde et al. (2001) was used as data collection tool. This questionnaire measures the 10 sub-parameters of emotional intelligence i.e. self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment & altruistic behaviour.

Statistical analysis:

To examine the significance of difference between groups unpaired t-test was used to test hypothesis at level of 0.05.

## Results

Descriptive data for emotional intelligence of team sports and individual sports is presented in table-1.

Table 1: Descriptive data for emotional intelligence of team and individual sports

*Enclosed as Annexure 01*

Analysis of unpaired t-test for the means of team and individual sports groups with regard to the emotional intelligence is presented in table-2 .The results [ $t(298) = 1.5491, P > 0.05$ ] Indicated that there is no significant difference between team sports ( $132.43 \pm 9.85$ ) and individual sports ( $130.9 \pm 6.97$ ). But, the difference (1.53) between means is in favour of team sports.

Table 2: Significance of difference between means of team and individual sports with regard to emotional intelligence.

*Enclosed as Annexure 02*

## Discussion

The results of the present study Indicated that there is no significant difference between team sports and individual sports with regard to emotional intelligence. Based on the previous research studies conducted by Vassiliki & Dimitra

(2009) on genius Taekwondo and Judo players, he reported that emotional intelligence has a direct relationship with excellent physical image and optimum performance and the athletes who have higher emotional intelligence, have higher performance by accepting the responsibility and mistakes of their teammates. Zizzi et.al, 2003 while confirming the positive relationship between emotional intelligence and performance believes that possessing social skills, undertaking the responsibility and mistakes of their teammates are of the most important characteristics of genius athletes. The researches of Gohm (2003) indicated that emotional intelligence of athletes increases self efficacy and effectiveness by impacting on behavioural properties. Narimani & Bashar (2009) believes that emotional intelligence impacts athletes' performance and this impact in team sports is higher than that in individual sports and the athletes of the team that has higher emotional intelligence would achieve higher success compared to individual athletes. Perlini (2009) investigating the relationship between the impact of emotional intelligence on hockey players reported that emotional intelligence is one of the effective mental skills for performance and self efficacy of genius athletes that increases individual and team efficacy. Meyers & Zizzi (2007) reported that the understanding of teammates, self confidence, behavioral properties, concentration and emotional disorders are of the main factors impacting the performance of athletes. Though, statistical analysis of data reveals no significant difference between means of team and individual sports with regard to the emotional intelligence, but, the difference (1.53) between means is in favour of team sports as discussed above by various researchers. Gohm (2003) believes that only 30% of athletes are aware of the impact of emotional intelligence on performance and apply it and team athletes use more social skills, empathy and self motivation than individual athletes. So, it can be concluded that analysis for various sub-parameters (self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment & altruistic behaviour) of emotional intelligence between team and individual sports may reveal some guiding facts for coaches and physical educationists.

## Conclusion

The difference (1.53) between means is in favour of team sports. So, it can be concluded that analysis for various sub-parameters (self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment & altruistic behaviour) of emotional intelligence between team and individual sports may reveal some guiding facts for coaches and physical educationists.

**Annexures**

**Annexure 01**

Table 1: Descriptive data for emotional intelligence of team and individual sports

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GROUP	TEAM SPORTS	INDIVIDUAL SPORTS
MEAN	132.43	130.9
SD	9.85	6.97
SEM	0.80	0.57
N	150	150

**Annexure 02**

Table 2: Significance of difference between means of team and individual sports with regard to emotional intelligence.

t-value	Degree of freedom	Mean difference	Standard Error of Difference	95% confidence interval	
1.5491*	298	1.53	0.986	Lower -0.41	Upper 3.47

\*Not significant at 0.05 level

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