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Comprehensive investigation of emotional intelligence between open and closed skill athletes

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Abstract

The purpose of this study was to find out the differences between open and closed skill athletes on the construct Emotional Intelligence. 209 male inter-college level players were chosen as subjects. They were further dispersed under two aggregations which incorporates n=130; open skill and n=79; closed skill. A standardized questionnaire developed by Hyde *et al.* (2001) was employed to collect the data for emotional intelligence. An exploratory research design has been used in the present study that has followed a quantitative method of data collection and analyses. The Purposive Sampling procedure was followed to achieve the goal of the study. Unpaired t-test was employed to establish the differences between open and closed skill athletes. For testing the hypotheses, the level of significance was set at 0.05. Findings show that no significant differences were found between the means of both groups with regard to the variable self-awareness, empathy, emotional stability, managing relations, self-development, commitment, altruistic behavior and overall emotional intelligence. However, significant mean differences were observed between both groups in relation to self-motivation ($t=2.42$, $p<0.05$), integrity ($t=4.06$, $p<0.05$) and value orientation ($t=2.89$, $p<0.05$). It was found that open skill athletes possessed better self-motivation, integrity and value orientation than closed skill athletes; however, both groups were equal in overall emotional intelligence.

Keywords: Self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, altruistic behaviour

Introduction

Emotional intelligence is "the capacity to screen one's own particular and other's emotions, to separate among them, and to utilize the data to guide one's reasoning and activities" Salovey and Mayer (1990) [3] presented the "capacity display" that incorporates four noteworthy subjects of capacities incorporated into emotional intelligence, specifically (1) seeing emotions, (2) utilizing emotions, (3) understanding emotions, and (4) overseeing emotions. The dominance of these four noteworthy measurements of emotional learning is alluded to as emotional intelligence.

Mayer *et al.* (2008) [2] portrayed emotional intelligence as the subset of social intelligence that includes the capacity to screen one's own and others' sentiments and emotions, to segregate among them and to utilize this data to guide one's reasoning and activities. They further accentuated that emotional intelligence includes the capacity to prevail upon and about emotions, and the limit of emotion to improve thought. Goleman (1999) [1] stated that it means overseeing emotions with the goal that they are communicated fittingly and viably, empowering individuals to cooperate easily towards their normal objectives.

Research has indicated mental abilities encourage athletic performance. Relaxation training, positive thought control, self-regulation, symbolism, focus, vitality control, self-observing, and objective setting are all qualities that have been connected with athletic execution Zizzi, Deaner, Hirschhorn, (2003) [4]. A considerable lot of these qualities reflect emotional intelligence.

Selection of Subjects

209 male inter-college level players were chosen as subjects. They were further dispersed under two aggregations which incorporates n=130; open skill and n=79; closed skill.

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Table 1: Detail of classification of subjects (N=209).

Classification of Subjects (N=209)			
Open Skill	Sample (n=130)	Closed Skill	Sample (n=79)
Volleyball	42	Archery	39
Handball	45	Gymnastic	12
Basketball	43	Shooting	28
Volleyball	42	Archery	39

2. Empathy
3. Self-motivation
4. Emotional stability
5. Managing relations
6. Integrity
7. Self-development
8. Value orientation
9. Commitment
10. Altruistic behaviour

Selection of Variables

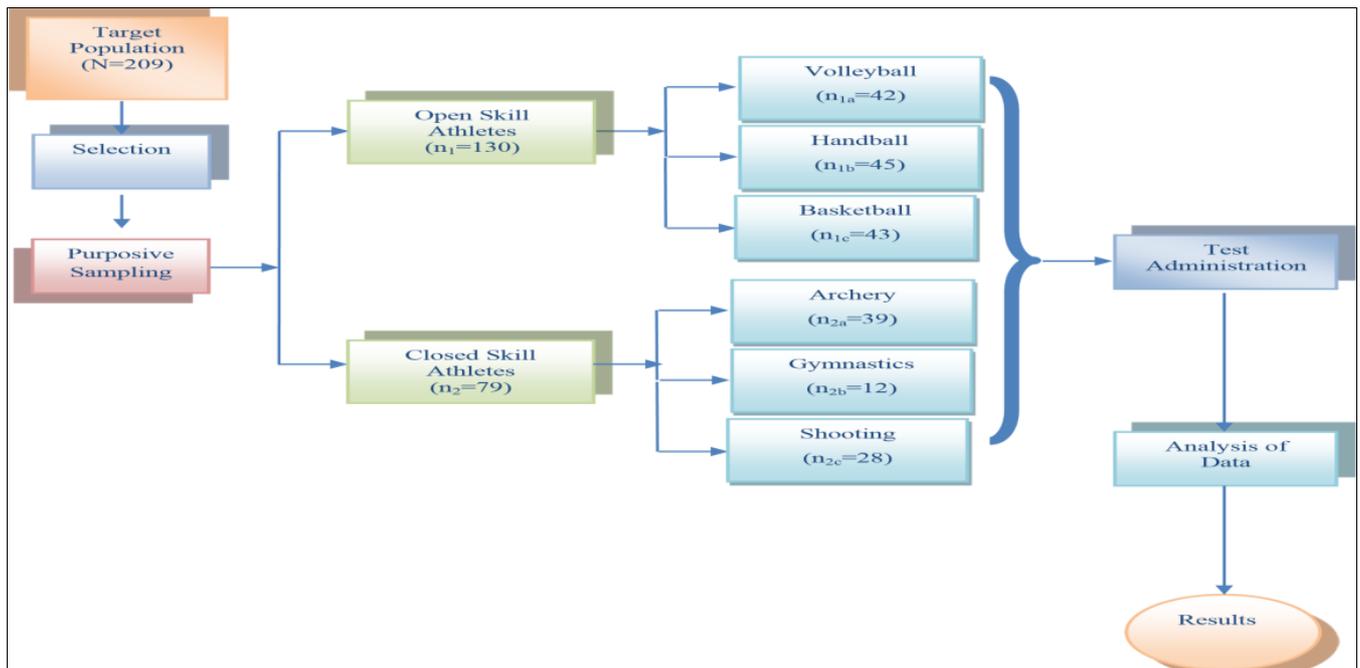
A standardized questionnaire developed by Hyde *et al.* (2001) was employed to collect the data for emotional intelligence. Reliability and validity of questionnaire has been established by Bharti R. (2012). The split half reliability was found to be 0.88 and high validity of 0.93 was established.

Emotional Intelligence:

1. Self-awareness

Study Design

An exploratory research design has been used in the present study that has followed a quantitative method of data collection and analyses. The Purposive Sampling procedure was followed to achieve the goal of the study.



Statistical Analysis

Unpaired t-test was employed to establish the differences between open and closed skill athletes. For testing the

hypotheses, the level of significance was set at 0.05.

Results

Table 2: Mean, SD, SEM and T-ratios of open skill and closed skill athletes in relation to Emotional intelligence.

Variables	Open skill athletes			Closed skill athletes			t-value
	Mean	SD	SEM	Mean	SD	SEM	
Self-awareness	15.75	3.04	0.27	15.57	3.11	0.34	0.36
Empathy	20.11	3.35	0.30	20.08	2.48	0.27	0.11
Self-motivation	25.38	2.94	0.26	24.33	3.22	0.35	2.42*
Emotional stability	15.74	2.64	0.22	15.66	2.68	0.29	0.22
Managing relations	15.91	2.21	0.20	15.76	2.21	0.25	0.52
Integrity	12.77	1.70	0.14	11.76	1.83	0.21	4.06*
Self-development	7.71	1.73	0.14	8.04	1.37	0.14	1.42
Value orientation	8.25	1.38	0.11	7.65	1.55	0.18	2.89*
Commitment	8.78	1.27	0.10	8.47	1.06	0.11	1.89
Altruistic behavior	7.94	1.58	0.14	8.27	1.3	0.15	1.48
Emotional intelligence (total)	138.43	13.61	1.18	135.61	11.27	1.27	1.55

* Indicates p<0.05

Table-2 depicts mean, standard deviation, standard error of mean and t-ratios of open skill and closed skill athletes on the construct “Emotional intelligence”. T-value was computed on each factor and for the overall emotional intelligence of open skill and closed skill athletes. Findings show that no significant differences were found between the means of both

groups with regard to the variable self-awareness, empathy, emotional stability, managing relations, self-development, commitment, altruistic behavior and overall emotional intelligence. However, significant mean differences were observed between both groups in relation to self-motivation (t=2.42, p<0.05), integrity (t=4.06, p<0.05) and value

orientation ($t=2.89$, $p<0.05$). It was found that open skill athletes possessed better self-motivation, integrity and value orientation than closed skill athletes; however, both groups were equal in overall emotional intelligence.

Conclusions

1. After comparing the means of different variables of emotional intelligence between open and closed skill athletes, it was elicited that significant differences were seen on the variable self-motivation, integrity and value orientation. On the other hand, no significant differences were noticed on the variables viz. self-awareness, empathy, emotional stability, managing relations, self-development, commitment, altruistic behavior and overall emotional intelligence.
2. Significant differences between subjects from open skill sports group (Volleyball, Handball and Basketball) were found for the self-awareness, emotional stability, managing relations and commitment. However, no significant differences were found with regard to the variables; empathy, self-motivation, integrity, self-development, value orientation, altruistic behaviour and emotional intelligence (Total).
3. Significant differences between subjects from closed skill sports group (Archery, Gymnastics and Shooting) were found for the Self-awareness and Self-development. However, no significant differences were seen on the variables: empathy, self-motivation, emotional stability, managing relations, integrity, value orientation, commitment, altruistic behaviour and emotional intelligence (Total).

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