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## A cross-sectional comparison of emotional intelligence in female athletes and non-athletes

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### Abstract

Emotional intelligence has demonstrated a more successful measure of human abilities while projects of emotional intelligence have demonstrated improving to expanded profitability in diverse fields of human exercises. The aim of this study was to compare the construct of emotional intelligence between female athletes and non-athletes. A total of 120 females including 60 athletes and 60 non-athletes participated in the study. Emotional intelligence was assessed by utilizing a standardized questionnaire developed by Hyde *et al.* (2001). Unpaired t-test was run to examine the mean differences. It was found that no significant differences existed between both groups on the variable self-awareness, empathy, Emotional stability, Managing relations, Integrity, Self-development, and Altruistic behaviour. Meanwhile, significant differences were observed on the variable Self-motivation, Commitment, Value Orientation and Emotional Intelligence (Overall) ( $p < .05$ ). To conclude, athletes were found more emotionally intelligent than non-athletes.

**Keywords:** Emotions, self-motivation, commitment, value orientation

### 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) [1]. Salovey and Mayer (1990) [1] 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. While Salovey and Mayer may have started the reasonable improvement of emotional intelligence, Daniel Goleman is given acknowledgment for promoting. Goleman trusted that notwithstanding intellectual intelligence, people are additionally outfitted with emotional intelligence. Kids and youth may have the capacity to learn and refine these emotional capacities through sports participation. Mayer *et al.* (2008) 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) 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. As indicated by Goleman, emotional intelligence has demonstrated a more successful measure of human abilities while projects of emotional intelligence have demonstrated improving to expanded profitability in diverse fields of human exercises. In any case, reports of utilization of emotional intelligence to novice competitors and games exhibitions stay sparse. Uluçan (2012) [5] investigated the emotional intelligence levels of athletes in different branches of sport in terms of some demographic variables and revealed that Emotional Intelligence levels of team players were found to be significantly higher than that of athletes in individual branches of sport. Soleimani and Sepasi (2013) [4] conducted a study to Investigate the relationship among emotional intelligence and psychological self-resiliency in athletes and concluded that significant positive relationship between emotional intelligence and psychological

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self-resiliency, so as to emotional intelligence predicts the psychological self-resiliency in the significant surface. Moreover, they found a relationship between psychological self-resiliency and champion acquaintance to gain significant affiliation. This study is an effort to assess the differences of emotional intelligence between female athletes and non-athletes.

## Methodology

### Selection of subjects

For this purpose, one hundred twenty (N=120) females of 18 to 30 years age group were selected as subjects for the study. Out of the total sample, 60 were the female athletes and 60 were the non-athletes. The purposive sampling technique was used to select the sample. In the present study athletes are considered those students who regularly go for physically activities willingly and take part in various games and sports and also participated in sports competitions. Non-athletes are those subjects who never use to take part in any physical activities and never participated in any sports competition.

### Variable of the study

#### Emotional Intelligence

- Self-awareness
- Empathy
- Self-motivation
- Emotional stability

- Managing relations
- Integrity
- Self-development
- Value orientation
- Commitment
- Altruistic behaviour

### Study instrument

A standardized questionnaire developed by Hyde *et al.* (2001) [3] was used for the collection of data for emotional intelligence. The questionnaire is a standardized tool which consists of total 34 items. The instrument is a five-point likert scale in which responses are to be given as 5 points for strongly agree, 4 points for agree, 3 points for undecided, 2 points for disagree and 1 point for strongly disagree is awarded. An overall score of Emotional Intelligence was computed by summing up the scores of all the subscales.

### Statistical procedure

The scores of each scale of Emotional Intelligence were presented as descriptive statistics such as mean and SD (Standard Deviation). The mean scores were compared applying t-test for unpaired data. The hypotheses were tested at 0.05 significance level.

### Results

**Table 1:** Mean comparisons of Emotional intelligence between Athletes and Non-Athletes

Variables	Athletes		Non-Athletes		t-value	p-value
	Mean	SD	Mean	SD		
Self-awareness	15.84	2.99	15.53	2.80	0.59	0.56
Empathy	19.89	3.72	19.44	3.29	0.69	0.47
Self-motivation	25.39	2.82	23.85	3.02	2.89	0.005*
Emotional stability	15.38	2.89	14.62	2.79	1.47	0.15
Managing relations	15.88	2.27	15.29	2.49	1.36	0.18
Integrity	12.95	1.85	12.29	1.88	1.94	0.06
Self-development	7.52	1.85	7.19	1.93	0.95	0.34
Value orientation	8.18	1.30	7.64	1.29	2.27	0.01*
Commitment	8.76	1.24	8.08	1.39	2.83	0.005*
Altruistic behavior	8.01	1.48	7.49	1.54	1.59	0.06
Emotional Intelligence (Overall)	136.40	12.88	130.48	12.36	2.57	0.01*

\* Significant at 0.05 level, Degree of freedom=118

Table 1 describes the mean, standard deviation and t-scores of Emotional intelligence in athletes and Non-athletes. The mean and SD of the subscale Self-awareness in athletes and Non-athletes were 15.84±2.99 and 15.53±2.80 respectively. The results of t-test (t(118) = 0.59, p>0.05) revealed that no significant difference of Self-awareness was found between athletes and non-athletes. The mean and SD of the subscale Empathy in athletes and Non-athletes were 19.89±3.72 and 19.44±3.29 respectively. The results of t-test (t(118) = 0.69, p>0.05) exposed that no significant difference of Empathy was found between athletes and non-athletes. The mean and SD of the subscale Self-motivation in Athletes and Non-Athletes were 25.39±2.82 and 23.85±3.02 respectively. The results of t-test (t(118) = 2.89, p<0.05) discovered that a significant difference of Self-motivation was found between athletes and non-athletes. The mean and SD of the subscale Emotional stability in Athletes and Non-Athletes were 15.38±2.89 and 14.62±2.79 respectively. The results of t-test (t(118) = 1.47, p>0.05) revealed that no difference of Emotional stability was found between athletes and non-athletes. The mean and SD of the subscale Managing relations

in athletes and non-athletes were 15.88±2.27 and 15.29±2.49 respectively. The results of t-test (t(118) = 1.36, p>0.05) discovered that no difference of Managing relations was found between athletes and non-athletes. The mean and SD of the subscale Integrity in athletes and Non-athletes were 12.95±1.85 and 12.29±1.88 respectively. The results of t-test (t(118) = 1.94, p>0.05) discovered that no difference of Integrity was found between athletes and non-athletes. The mean and SD of the subscale Self-development in athletes and non-athletes were 7.52±1.85 and 7.19±1.93 respectively. The results of t-test (t(118) = 0.95, p>0.05) revealed that no significant difference of Self-development was found between athletes and non-athletes. The mean and SD of the subscale Value Orientation in Athletes and Non-Athletes were 8.18±1.30 and 7.64±1.29 respectively. The results of t-test (t(118) = 2.27, p<0.05) uncovered that a significant difference of Value Orientation was found between athletes and non-athletes. The mean and SD of the subscale Commitment in Athletes and Non-Athletes were 8.76±1.24 and 8.08±1.39 respectively. The results of t-test (t(118) = 2.83, p<0.05) uncovered that a significant difference of Commitment was

found between athletes and non-athletes. The mean and SD of the subscale Altruistic behaviour in Athletes and Non-Athletes were  $8.01 \pm 1.48$  and  $7.49 \pm 1.54$  respectively. The results of t-test ( $t(118) = 1.59, p > 0.05$ ) revealed that no significant difference of Altruistic behaviour was found between athletes and non-athletes. The mean and SD of the

subscale Emotional intelligence (Overall) in Athlete sand Non-Athletes were  $136.40 \pm 12.88$  and  $130.48 \pm 12.36$  respectively. The results of t-test ( $t(118) = 2.57, p < 0.05$ ) uncovered that a significant difference of Emotional intelligence (Overall) was found between athletes and non-athletes.

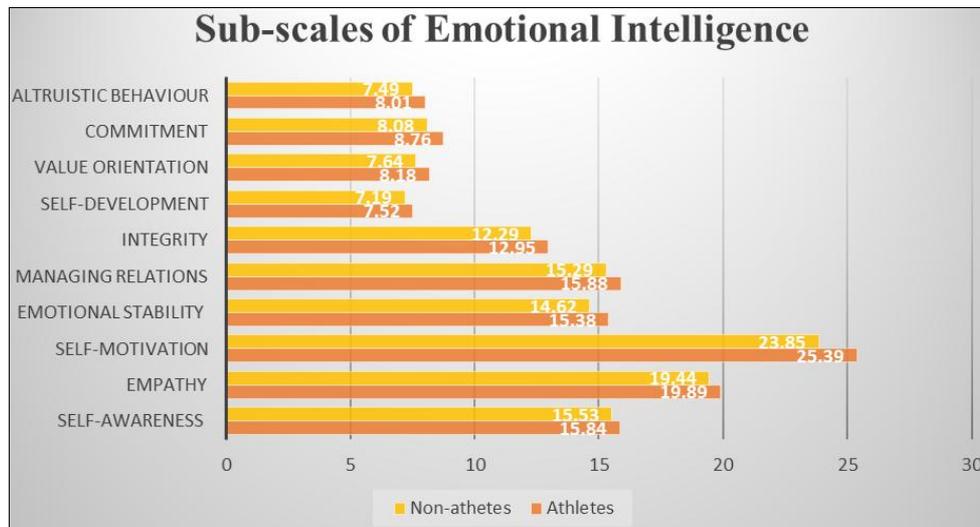


Fig 1: Graphical representation of mean comparisons of subscales of Emotional Intelligence between Athlete and Non-athletes.

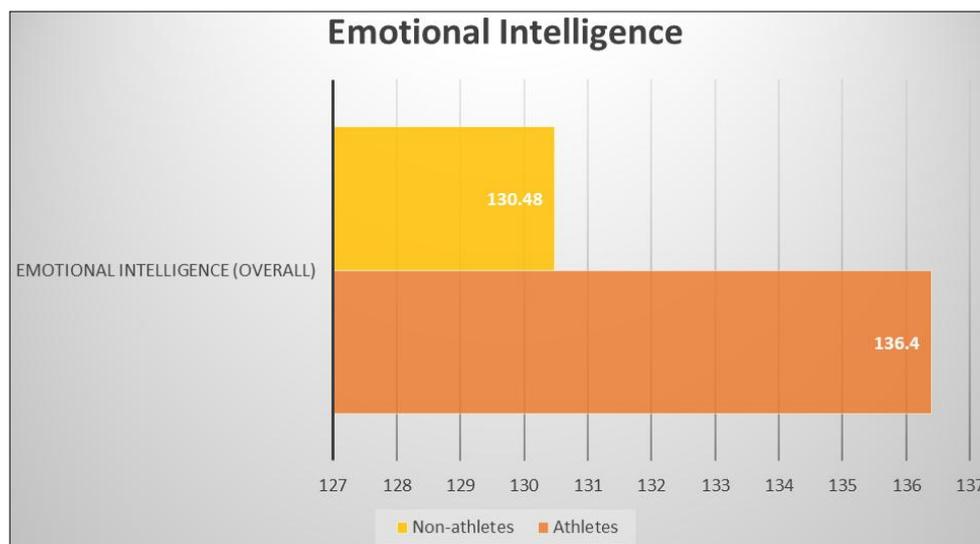


Fig 2: Graphical representation of mean comparisons of Emotional Intelligence (Overall) between Athletes and Non-athletes.

**Discussion**

The aim of this study was to discover the differences of Emotional Intelligence between female athletes and non-athletes. As sample of 120 females comprising 60 athletes and 60 non-athletes was taken. It was found that no significant differences existed between both groups on the variable self-awareness, empathy, Emotional stability, Managing relations, Integrity, Self-development, and Altruistic behaviour. Meanwhile, significant differences were observed on the variable Self-motivation, Commitment, Value Orientation and Emotional Intelligence (Overall) ( $p < .05$ ). It can be inferred from the mean values that athletes scored better than non-athletes on these variables. Overall, athletes were having higher emotional intelligence than non-athletes. These findings are analogues to the study of Pasand *et al.* (2013) [15]. It appears that athletes are more talented in perceiving and understanding self-sense and they are more endowed in self-regulating and self-expressing and problem solving

(Zaskowa, 2003). It is well known that low emotional intelligence cause lack of social balance, propensity to fear and stress, lack of commitment, inability to express emotions and inability to resist against events (Golman, 2001). It is argued that interpersonal components of emotional intelligence for instance social skills must deliver healthier interpersonal-relationship. Whereas intra-personal factors like psychological regulation should have relationship with fidelity of optimistic psychological conditions and better stress control. Generally, it is said that emotional intelligence empower athletes to regulate their feelings and by recognizing themselves and others, they may successfully regulate their interpersonal relationships and can control daily stress easily and accordingly it results in better psychological health. Another study by Shorabi *et al.* (2011) discovered that athletes were more emotionally intelligent than non-athletes. Zamanian *et al.* (2011) [9], suggested that level of emotional intelligence is higher in athletes as compared to non-athletes,

as they constantly need to regulate and manage their feelings in varied situations of training and competition. They also suggested to consider participation in sporting activities to improve emotional intelligence as it can be learned.

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