



Effect of Emotional Intelligence Programme on the Performance of Amateur Sports

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Abstract

Emotional intelligence (EI) has been reported to be more realistic than other measures in evaluating performances in many fields of human activities. However, research evidences reveal that its application to amateur athletes and it's possible effectiveness in enhancing sports performances is yet unknown. This study therefore investigated the effectiveness of emotional intelligence programme on the performances of amateur athletes from selected sports in U.P. The pre test, post test randomized control group quasi experimental design was adopted for the study. The fish bow method of the simple random, sampling technique was used to select four sports, which include basketball, handball, volley ball and weightlifting. The modified Emotional Competence Inventory Version 2 (ECI2) ($\alpha=0.8$) and the Emotional Competence Development Module Sports Version (ECDMSPORTS) ($\alpha=0.79$) were administered to 92 male and female amateur athletes whose ages ranged between 18 and 25. The experimental groups were exposed to six weeks of emotional competence training using the ECDM Sports programme. Two hypotheses were tested at significant level of 0.05. The data were analyzed using Analysis of Covariance (ANCOVA). The results revealed significant difference in (EI) post-test (Exp.x=196.20; Control x= 186.98) ($P<0.05$). Further, the treated group consequently performed better in the sports performance posttest ($x=66.19$) than the control group ($x=52.30$) ($P<0.05$). Results further indicated no significant difference in the EI and sports performance scores between the sports groups that were treated ($P>0.05$). This showed that the amateur athletes from all the sports groups equally utilized and benefited from the treatment programme.

Key Words: Sports Performance, Emotional Intelligence.

1. Introduction:

The significance of emotional influence on sport performance has often been evident in most comments of spectators, team managers and sports analysts on athletes and teams performances during and after competitions. Oftentimes, they comment on player's display of confidence or lack of it, aggressiveness or timidity, resilience or depression, anger or enthusiasm, frustration or determination and other forms of emotionality while attributing to such factors, the responsibility for the success or failure of their performances. The implication is that preparation of athletes for successful performance in major competitions can no longer be predicated only on training them for optimum mental and physical qualities as strength, speed, flexibility and skills but also and perhaps, more importantly, on training for development of adequate emotional energy, which will make possible a successful delivery of all the trainings acquired. Emotional training also known as emotional literacy involves development of the individual in the four dimensions of emotional abilities as identified by Shrivasta and T Rama (1990). These include the Development of the perception of emotion, the ability to reason using emotions, the ability to understand emotion, and the ability to manage emotion. The mastery of these four major dimensions of emotional learning is referred to as emotional intelligence. Shrivasta and T Rama (2001) described emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions. They further emphasized that emotional intelligence involves the ability to reason with and about emotions, and the capacity of emotion to enhance thought. Hein (2005) described emotional intelligence as knowing how to separate healthy from unhealthy feelings and how to turn negative feelings into positive ones. Goleman (2008) asserted that it means managing

feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly towards their common goals. According to him, emotional intelligence has proved a more effective measure of human capabilities while programmes of emotional intelligence have proved enhancing to increased productivity in different fields of human activities. However, reports of application of emotional intelligence to amateur athletes and sports performances remain scanty. This study therefore investigated the applicability of emotional intelligence to amateur athletes and further administered a programme of emotional intelligence on the athletes with a view to establishing its effectiveness or otherwise on their sports performances.

Research hypotheses: It was hypothesized that -

H 1. There is no significant difference in the emotional intelligence status between the experimental and the control Group and between the four sports groups of the amateur athletes.

H 2. There is no significant difference in the sports performance level between the experimental and the control Group and between the four sports groups of the amateur athletes.

2. Materials & Methods:

The study adopted the pre-test, post-test randomized group's quasi experimental design. This design, according to Thomas and Nelson (2001), is concerned with whether the experimental group changes more than the control group. Each of the four group's comprising the Basketball, Handball, Volleyball and the Weightlifting teams have a male and female group as well as an experimental and control groups. Thus, a 2 x 2 x 4 factorial design was adopted for the study. The groups were formed randomly. All the groups were subjected to pre and post tests. A total of Ninety-two (92) athletes randomly selected from the four sports were used. The athlete's ages ranged from 18 to 25 years. The purposive sampling technique was used to select the participants only to conform to the sports and the age group required for participation in the research. However the fish bowl method of the simple random sampling technique was applied to assign participants to the experimental and the controlled groups.

Table 1:
Population Distribution for the Experimental and Control Groups

Sports Group	Experimental Group	Control Group	Total
Basketball	Male =6	Male =6	Male =12
	Female =6	Female =6	Female =12
Handball	Male =7	Male =7	Male =14
	Female =7	Female =7	Female =14
Volleyball	Male =6	Male =6	Male =12
	Female =6	Female =6	Female =12
Weight lifting	Male =4	Male =4	Male =8
	Female =4	Female =4	Female =8
Total	46	46	92

Table 2:
Factorial matrix for the Emotional Intelligence Experiment

Sports Group	Treatment Group (EIT)		Control Group (EIC)		Total
Basketball	Male	Female	Male	Female	N=24
	TBM(n=6)	TBS(n=6)	CBM(n=6)	CBF(n=6)	
Handball	Male	Female	Male	Female	N=28
	THM(n=7)	THS(n=7)	CHM(n=7)	CHF(n=7)	
Volleyball	Male	Female	Male	Female	N=24
	TVM(n=6)	TVS(n=6)	CVM(n=6)	CVF(n=6)	
Weight lifting	Male	Female	Male	Female	N=16
	TWM(n=4)	TWS(n=4)	CWM(n=4)	CWF(n=4)	
Total	23	23	23	23	92

The main instrument used for this study was the modified Emotional Competence Inventory Version 2 (ECI 2) (Boyatzis & Sala, 2004). Participants were evaluated before and after the administration of the programme of emotional intelligence. The Emotional Competence Development Module for Sports (ECDM Sports 1), a self developed module for emotional intelligence development was used in a six week programme of training and activities designed to enhance the emotional intelligence status of amateur athletes. Achievement of sports skills were measured by using standardized Skills tests and Performance test (AAPHERD, 1997) before and after the administration of the programme of emotional intelligence.

The inferential statistics of Analysis of Covariance (ANCOVA) was used in analyzing the results of emotional intelligence status and performance levels between the control and the experimental groups as well as the differences between the pre and the post test levels. Hypotheses were tested at 0.05 alpha levels. A two week field test with 24 male and female basketball players was carried out for test retest of the modified version (ECI2) of the instrument. The participants were train regularly at the Basketball Court. Data obtained from this was analyzed using the Combat Alpha Coefficient method. The internal consistency results obtained averaged 0.79. This compares favorably with the degree of reliability in terms of Cranach's alpha for average item scores, as 0.84 earlier reported by Boyatzis and Sala, (2002). The Confirmatory Factor Analysis of ECI scores carried out by Bar-On and Parker (2002) reported to average at 0.76.

Test Procedure:

Training in EI development was twice daily. One in the evening lasting 60 minutes when athletes are relaxed and ready to learn new skills that could assist their next day performance in training and a brief 15minute rehearsal in the morning, just before the start of morning sports practices. Data obtained from pre test and post test assessments of emotional intelligence and sports performance levels for each athlete were analyzed to investigate the effectiveness of emotional intelligence on sports performance using the ANCOVA. The hypotheses were tested at 0.05 alpha levels.

3. Findings of the Study:

Table 3:

Summary of analysis of covariance of post test EI scores of the experimental and control groups according to treatment with the emotional intelligence programme

Source of Variation	Sum of Square	Df	Mean Square	t	Sig
Covariates Pre Test	8062.32	1	8063.27	10.57	.01*
Main Effects	4080.21	1	4171.21	5.58	.01*
Treatment	4080.21	1	4171.21	5.58	.01*
Explained between	9253.61	2	14527.20	15.63	p.<0.05
Residual	62018.01	88	676.86		
Total	71263.61	90	773.30		

***Significant at P. <0.05**

From the table 3 above, the effect of treatment on the post test scores of the participants is significant F (1,90) = 5.58, P. <0.05)

Table 4:

Summary of difference in pre and post test mean scores in emotional intelligence between the experimental and control groups.

Sources	Groups	N	df	Mean	Sd	t	Sig	Mean Diff
Pre test	Experimental	46	90	184.76	18.55	9.01	.27	3.47
	Control	46		181.30	12.01			
Post test	Experimental	46	90	192.18	31.88	3.88	.02*	9.18
	Control	46		189.88	20.81			

***Significant at P<.05**

Experimental: Post test = 192.18; Control: Post test = 189.88). This shows that those in the experimental group benefit immensely from the treatment programme

Table 5:
Summary of posttest mean scores in emotional intelligence for the experimental sports groups.

Sports Group	N	X	Std. Deviation
Basketball	12	200.82	37.37
Handball	14	195.08	28.64
Volleyball	12	200.55	31.68
Weight lifting	8	190.06	37.29

Hypothesis Two: There is no significant difference in the sports performance level between (a) The experimental and the control groups and (b) Between the four sports groups.

Table 6:
Summary of posttest sports performance mean scores of the experimental sports groups.

Sports Group	N	X	Std. Deviation
Basketball	12	67.90	10.25
Handball	14	68.11	10.37
Volleyball	12	65.76	11.51
Weight lifting	8	64.55	12.98

4. Discussion of Findings:

From the table 3, the effect of treatment on the post test EI scores of the participants is significant ($F(1, 90) = 3.47, P. < 0.05$). The findings of this investigation indicate a boost in the emotional intelligence status of amateur athletes in the experimental group, as their post test scores were higher than those that were not treated. This shows also that the programme of emotional intelligence training is applicable to amateur athletes. This finding corroborates the assertion of that no matter what field we work, training in emotional intelligence competencies is crucial and essential as it focuses on development of personal qualities, such as achievement drive, initiative, empathy, adaptability and emotional control. According to him, the same skills come into play in most jobs, particularly those that involve dealing with people about any sort of sensitive matter. The positive responses of participants and results of the training in emotional intelligence competencies answer the basic questions of applicability of the concept to amateur athletes. The null hypothesis one (a) is therefore rejected. The ANCOVA table (Table 5) shows no significant differential effect in the emotional intelligence scores between the sports groups that were treated with the emotional intelligence programme. The result revealed that there is no significant difference between the sports groups in their post treatment EI statuses ($F(1, 45) = .45; P. > .05$). Therefore, the null hypothesis one (b) is not rejected. The groups' relative equality in EI scores reflects the homogeneity of the sample group amateur athletes, the accuracy of the age group and equality of treatments given to the four sport groups. This finding indicates that none of the sport groups can claim superiority of emotional intelligence status above another in amateur sports. The favorable response to emotional competence development training by all the sports groups manifests the applicability of the concept of emotional intelligence to all the sports. It also gives an indication that the programme is usable for helping amateur athletes to boost their emotional responses in training and performance.

5. Conclusion:

Sport emotional intelligence is relatively new not only in Gorakhpur but also in the developed state and nation. It is a recent therapy in the management of athletic pressures and performance modifiers. This work has established the applicability of the concept of emotional intelligence to sports and to amateur athletes. It has further discovered that emotional intelligence training is effective in improving sports performances of amateur athletes. This study is unique for its effectiveness in boosting emotional strength of athletes under competitive situations. It is also observed that for the first time, in the area of sports psychology, especially in Gorakhpur, the relatively new concept of emotional intelligence was empirically tested on Aurangabad participants. This is evident from the virtual dearth of literature on emotional intelligence in the state and country. It is this dearth of literature that also affects, to some extent, the robustness of discussion of the findings of the study. The successful application of EI to amateur sports has thus extended the fields of human activities that the concept had hitherto been applied.

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