Research Paper

Emotional Intelligence and Sportsman Personality among College Students

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ABSTRACT

The present study is an endeavor to explore the role of gender and area of living in developing emotional intelligence and sportsman personality. The sample of 118 college students from Kolhapur city was selected by Purposive sampling method for the present study. The data was assessed using Emotional Intelligence Inventory by S K Mangal and Sportsman personality test devised by L.N. Dubey. Descriptive statistics namely Mean and Standard Deviation and inferential statistics ('t' test) were used for interpret the data obtained. The results revealed that, gender plays significant role in developing emotional intelligence and sportsman personality. There was no such difference found regarding area of living (Rural & Urban Area) in respect to sportsman personality.

Emotional Intelligence is an important aspect considering daily day to day life. It is the ability to identify and manage your own emotions and emotions of others. Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. Daniel Goldman divided emotional intelligence into five aspects that are self awareness, self regulation, motivation, empathy and social skills. It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results.

Emotional Intelligence has mainly four factors that are intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management. Intrapersonal awareness is the ability to be aware of one's personal and deep knowledge of one's thoughts and feelings. Its a cornerstone for emotional learning and getting along with others. The word 'intra' stands for 'self' and hence another word for intrapersonal awareness is self awareness whereas interpersonal awareness stands for social awareness. Social Awareness is your

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ability to accurately pick up on emotions in other people and understand what is really going on.

Intrapersonal and Interpersonal competencies are other important features of emotional intelligence. Intrapersonal management is your ability to use awareness of your emotions to stay flexible and positively direct your behaviour. Interpersonal management stands for the opposite of intrapersonal management. Intrapersonal management can be more relatable as relationship management. Relationship Management is your ability to use awareness of your emotions and the others' emotions to manage interactions successfully. Awareness is more about what we see and management is all about what we do. Decades of research now point to emotional intelligence as the critical factor that sets star performers apart from the rest of the pack.

Personality has received major attention by researches in recent times. Personality is a term commonly used by people concerned with almost every aspect of human interaction. Personality provides better understanding of an athlete's behaviour tendencies. Cattell stated that personality is that which tells what a man will do when placed in a given situation. Alderman suggests that personality is twofold, one side what an individual thinks and feels and the other how he acts and behaves. Hence, personality is vital in sports and personality.
Sports performance linked to personality is that of coping behaviour and strategies. This relates to the ability or techniques used by an athlete to deal with psychological stressors such as anxiety. Athletes have to learn to live up to our expectations. They are required to be cooperative and competitive to accept victory and defeat in a sporting manner, to demonstrate sense of fair play and to be socially outgoing.

Personality itself can influence many aspects of sport performance and behaviour, some of which may well be out of the athlete's cognitive control. It is important to understand personality if dealing with athletes to promote the best coping strategies and goals to assist in improving their performance.

LITERATURE REVIEW

Dobersek and Bartling (2008) undertook a research to find out if there was any relationship between personality type and sport preference. Eysenck Personality Inventory, Global 5 and Sensation Seeking 24 Scale from the Zuckerman-Kuhlman Personality Questionnaire were used. Results showed that athletes in team sports are more neurotic than athletes who participate in an individual sport and who tend to be more stable.

Torkfar, et al. (2011) reviewed relationship between emotional intelligence and competitive anxiety in athlete students, in individual and group fields. The Data was conducted using questionnaire competitive anxiety and emotional intelligence scale developed by Martnez. The study revealed that the athletes whose Emotional Intelligence is higher shows less competitive anxiety and have more confidence.

Bal et al. (2011) undertook a research to determine if there are cognitive psychological factors used in competition and training which differentiate athletes participating in an open and closed skill sports. Emotional Intelligence Questionnaire (EIQ16) was used for data collection. The results have claimed that emotional intelligence can enhance leadership performance, team cohesion, and coping with pressure.

Singh and Bal (2012) arranged the study to analyze the psychological parameters between sports women and non- sports women collegiate students of India. Psychological parameters of the sports women and non-sports women students were measured using emotional maturity scale constructed and standardized by Singh and Bhargava and Eysenck's personality test. The research concluded that women students who are participating in competitive sports have an outstanding emotional maturity level.

Andi H.K. (2012) designed an associational study to find out relation between emotional intelligence and personality trait. The sample comprised one hundred and sixty nine males and one hundred twenty two females. Data were collected by using Malaysian youth Emotional Intelligence test and Big Five Inventory developed by Andi H.K. and John et al respectively. The hypothesis verified by using regression analyses. The result revealed that there are strong relationships between EI and Big five. Furthermore, Conscientiousness and agreeableness strongly associated with EI, followed by Extraversion, openness and neuroticism. Regression analyses further confirm that emotional intelligence is overlap with the higher order personality dimensions.

Mirzaei et al. (2013) studied the relationship between personality traits and sport performance. Personality was assessed using the NEO-PI Five Factor Inventory and athlete's performance was assessed by coach's rating. The results indicated that conscientiousness was the sole predictor of sport performance.

Singh and Mili (2015) arranged a study to investigate to show the difference of emotional intelligence among players who takes part of different sports aspects i.e. individual, dual and team sports. Emotional Intelligence Scale for sportpersons (EISS) developed by Rajita Menon A. And Dr Jayashree Acharya was used. The study showed significant differences in factors of emotional intelligence in different sports aspects.

Teshome et al. (2015) conducted a research to study the Relationship between Personality Trait and Sport Performance. NEO- Five Factor Inventory was used for data collection. The multiple regression analysis indicated that among various personality traits only Conscientiousness have positive significant correlation with sport performance.

Nawi et al. (2015) conducted study to find out the effect of personality traits on emotional intelligence. The sample consists three hundred six public personnel. The regression was used for verifying hypothesis. NEO-Personality Inventory developed by Costa and McCrae, Emotional competence Inventory by Goleman were used for measure emotional intelligence

and personality traits respectively. The result revealed that all four personality traits (Conscientiousness, Extraversion, Agreeableness and Openness to experiences) was significant predictors and contributes significantly in order explain emotional intelligence as well as conscientiousness emerged as best predictor of emotional intelligence.

Singh and Bharadwaj (2016) conducted a study on emotional intelligence and adjustment of sportsperson. Emotional Intelligence Inventory developed by Mangal and Mangal and Bell's adjustment inventory developed by Ojha were used for data collection. The study revealed that male and female differ in their four components and overall score of Emotional Intelligence. The female participants evinced higher mean Emotional Intelligence score as compared to their male counterparts as well as on intrapersonal awareness and intrapersonal management.

Nisha and Lohan (2016) examined the relationship between personality and family climatic conditions of female wrestling players of Haryana. Sportsman personality test (Indian adaptation based on C.D. Spielberger) developed by L.N. Dubey and family climate scale developed by Dr. Beena Shah were used to collect the data. The research concluded that there exists a significant relationship between personality and family climatic conditions of female wrestling players.

Najru N. (2016) conducted study to examine the relationship between personality and family climatic conditions of female judo, wrestling and boxing players of Haryana. Sportsman personality test Indian adaptation based on C.D. Spielberger Personality test devised by L.N. Dubey and family climate scale developed by Dr. Beena Shah were usedfor collecting data. It was concluded that there exists a significant relationship between personality and family climatic conditions of female judo, wrestling and boxing players of Haryana.

Objectives:
- To study Emotional Intelligence of college students living in urban and rural areas.
- To study sportsman personality of college students living in urban and rural areas.
- To compare Emotional Intelligence between male and female students.
- To compare sportsman personality of male and female students.

Hypotheses:
H1:   Male students are significantly more superior to female students in respect to Emotional Intelligence.
H2:   Students living in Urban area develops significantly better Emotional Intelligence than students living in Rural area.
H3:   Male students are significantly superior in developing sportsman personality than female students.
H4:   Students living in urban areas develops significantly better sportsman personality than students living in rural areas.

Delimits:

The present study is delimited to:

      1. A sample of 118 only.

      2. Sample taken from Kolhapur city only

Suggestion for further study:

1. A larger set of samples from Maharashtra maybe taken considering some more set of variables.

2. The sample of the present study was taken from the various colleges from the Kolhapur city; same study can be undertaken from other cities too.

METHODOLOGY

Sample

Purposive Sampling method was used in order to collect data from the study subjects (male = 60 & female = 60; rural =59 & urban = 59). The main objective of this study will be to investigate the role of gender and area of living in the development of emotional intelligence and sportsman personality. Descriptive statistics used for assessing the Mean and Standard Deviation and inferential statistics ('t' test) were used for analyze the obtained data. However, before conducting the actual analysis, data was screened for outliers and skewness. The obtained data of sportsman personality was found to be positively skewed so log10 transformation was done to adjust skewness.

.Instruments

Two measures were used in this study,

1. Mangal's Emotional Intelligence Inventory by S K Mangal, its reliability is by split half 0.89, and by test-retest 0.92 and Validity is 0.662. This test contains 100 items. It has been designed for use of 16+ year age of school, college and University students having eloquence with Hindi for the measurement of their emotional intelligence which identifies four areas of Emotional Intelligence: I)Intra-personal awareness, II) Inter-Personal awareness, III) dimension is Intra-Personal Management and IV) Inter-Personal Management of Emotional Intelligence

2. Sportsman personality test Indian adaptation based on C.D. Spielberger devised by L.N. Dubey. It contains 60 items. Its reliability by test-retest is 0.76 and by Kuder-Richardson is 0.69 and its validity is 0.67 and 0.58. It has been designed to use for the age range of 16-26 years.

RESULTS

Table No. 1: Descriptive statistics of subject with regard to Emotional Intelligence

	Gender	N	Mean	Std. Deviation	df	t	Significance
Emotional Intelligence	Female	60	69.43	10.085			
	Male	58	74.33	8.601	116	2.83**	0.01

	Gender	N	Mean	Std. Deviation	df	t	Significance
Emotional Intelligence	Rural	59	71.31	8.860			
	Urban	59	72.37	10.453	116	0.599	NS

Note-** significant at 0.01 level, NS – Not Significant

Table No. 2: Descriptive statistic of subject with regard to Area of Sportsman Personality

	AOR	N	Mean	SD	LOG10 Values		df	t	Sign.
					Mean	SD			
SP	Female	60	18.37	11.354	1.1821	.27361			
	Male	58	24.12	10.49	1.3273	.24957	116	3.01**	0.01
SP	Rural	59	19.95	11.256	1.2245	.27146			
	Urban	59	22.44	11.235	1.2825	.26958	116	1.16	NS

Note-** significant at 0.01 level, NS – Not Significant

DISCUSSION

Table No. 1 shows comparison of the score of Emotional Intelligence and its various dimensions between female and male Students. The mean score of Emotional Intelligence for the group of female students is 69.43 with 10.085 SD and for the group of male students the Mean score is 74.33 with 8.601 SD. The 't' value for the difference between these two (Female & Male students) is 2.83**. This 't' value is significant at 0.01 level of significance, $t(116) = 2.83$, $p < 0.01$. It means these two groups are significantly different to each other or there is gender difference exists regarding Emotional Intelligence. In other words, male students have significantly better Emotional Intelligence than female students. Thus H1 is accepted. Thus, we can conclude that the male students are superior to the male students in respect to Emotional Intelligence.

The table value also shows comparison of the score of Emotional Intelligence between the students living in urban and rural areas. The mean score of Emotional Intelligence of the students living in rural area is 71.31 with 8.860 SD and the Mean score of the students living in urban area is 72.37 with 10.453 SD. The 't' value for the difference between these two group is 0.599, this 't' value is less than minimum needed value for significance (1.96); $t(116) = 0.599$, $p > 0.05$. It means that there is no significant difference between the two groups. Thus, H2 is rejected. Thus we can conclude that the students living in rural and urban areas have no significant difference in respect to emotional intelligence.

Table No.2 shows the descriptive statistics of subject with regard to Sportsman Personality. As the data was skewed, for analysis purpose the raw scores were converted into log10 values

and then Mean and SD computed and 't' test was applied for analyzing the data. The table value shows comparison of the scores of Sportsman Personality between male and female students. The mean score for female students is 18.37 with 11.354 SD (log10 values Mean 1.1821 with 0.27361 SD) and for male students is Mean is 24.12 with 10.49 SD (log10 values Mean 1.3273 with 0.24957 SD). This 't' value is beyond the needed significant value (2.58 for 0.01 level of significance); $t(116) = 3.01$, $p < 0.01$. This means that these two groups are significantly different from each other respected to sportsman personality. In other words, male students are superior in sportsman personality compared to female students. Thus, H3 is accepted.

Next value shows comparison of Sportsman Personality between the students living in urban and rural areas. The mean score of Sportsman Personality of the students living in rural area is 19.95 with 11.256 SD (log10 values mean 1.2245 with 0.27146 SD) and the Mean score of the students living in urban area is 22.44 with 11.235 SD (log10 value mean 1.2825 with 0.26958 SD). The 't' value for the difference between these two group is 1.16 with 116 df, this 't' value is less than minimum needed value for significance (1.96) having no significance. In other words, there is no significant difference between sportsman personality of students living in urban and rural areas. Thus, H4 is rejected.

CONCLUSIONS

1.   Male students are more superior than the female students in respect to Emotional Intelligence.
2.   There was no significant difference found regarding area of living (urban and rural area) in respect to emotional intelligence.
3.   Male students have significantly superior sportsman personality than female students.
4.   There was no significant difference found regarding area of living (urban and rural area) in respect to sportsman personality.

Conflict of Interests: The author declared no conflict of interests.

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