

Influence of Goal Orientation on Emotional Intelligence of Sports Persons

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ABSTRACT

The present study aims to investigate the influence of goal orientation on emotional intelligence in sports persons. It also aims to look into the gender difference of these variables, as well as the type of sport they are involved in. The tools used in this study are the Task and Ego Orientation in Sports Questionnaire (TEOSQ) (Duda 1989) and the Emotional Intelligence Scale by Hyde, Pete, and Dhar (2007). The sample consisted of 182 sportspersons in the age range of 10-25 years and was chosen using the purposive sampling method. Statistical analysis, including Pearson's product moment correlation, a t-test, and regression analysis were used for this study. The results indicate significant relationships between goal orientation and emotional intelligence. There was a significant gender difference with respect to emotional intelligence, but there was no significant gender difference on the levels of goal orientation. Similarly, there was no significant difference found in the types of sports in which they were involved in, with relation to both goal orientation and emotional intelligence as well. Further, the results show a significant influence of task orientation and ego orientation on emotional intelligence.

Keywords: *Goal Orientation, Task Orientation, Ego Orientation, Emotional Intelligence, Sports Persons*

According to Nicholls' (1984, 1989) achievement goal theory, people approach achievement tasks with qualitatively various objectives based on how they perceive their level of competence and ability. The goal orientation theory, which is conceptually based on achievement goal theory, makes the assumption that people differ in how they define accomplishment and assess perceived competence. When achieving goals in contexts like education and athletics, one's viewpoint on their personal goals affects how they think, feel, and behave.

Goal orientation is drawn from the Achievement Goal Theory (AGT), which postulates that individuals may be task-oriented or ego oriented while completing performance tasks. The type of involvement (task or ego involvement) that an athlete has at any given time, i.e., their achievement goal state, can be seen as a function of the interaction between the goal orientation they bring to the competitive scenario and the goal climate in which they find themselves.

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The basic building blocks of achievement goal theory are the concepts task-and ego orientation which was first outlined by Nichols (1984). Task-orientation entails being driven by a desire for success and performing to the best of one's ability when measured against one's own standards. For the task-oriented person, developing one's skills and competence are essential, and their judgment on the same depends upon how well they have performed currently compared to previous performances. Ego-orientation, in contrast, entails having competitive or superior motivation in performing better relative to others. Performance is therefore other-referenced in ego oriented people.

According to the Achievement Goal Theory (Duda,1989), for the task-oriented individual, success results from the development of skills, self-development, and hard work which in turn allows them to express positive and adaptive behaviour focused on successes. Ego-orientation, on the other hand, is associated with a form of behaviour that promotes dominance, superiority, obedience, and comparison of one's own abilities to those of others. These two orientations—task and ego are distinct from one another and are seen as constant personality dispositions or traits that diverge from one another (orthogonal). Athletes may therefore be comparatively low in both, high in one and low in the other, or somewhere in between. Furthermore, it's critical to understand that each competitive situation brings individuals with different achievement orientations, and that the environment of the session may instill an ego or task orientation in people.

Duda (1989) examined the relationship between an athlete's goal perspective and their perceived purpose of sport. The athletes in this study showed positive effects related to task orientation. She found that task orientation was positively correlated with mastery/cooperation, an active lifestyle, becoming a good citizen, and an increase in self-esteem. People with high task orientation also concur that sports should teach the value of giving one's best, cooperating with others, and following the rules of the game.

Parents, coaches, and supervisors also play a role in influencing the climate in the sports arena – whether it becomes task-focused or ego-focused. For instance, a coach who designs every exercise to be competitive, with winners and losers, is cultivating an ego environment. A task environment is more likely to be created by a coach who avoids comparisons among each other and instead emphasizes personal development. Similarly, when parents ask their children regarding the winner of the practice match, they are more likely to foster an ego-centered environment. On the other hand, when parents ask their children if they enjoyed playing or if they have learnt a new skill, they are more likely promoting an environment where there is a higher emphasis on tasks.

Task-oriented athletes have positive attitudes towards sport, believing that it should be fun and provide chances for mastery or personal development. Athletes who are ego driven are more likely to view sports as giving them a chance to compare their accomplishments positively with those of others. Additionally, task-oriented athletes appear to have more fair play views in sports and are less likely to support cheating and unjustified aggression than ego-oriented athletes (Duda et al., 1991).

Task orientation and ego orientation are seen as distinct from one another, and it is often assumed that a person is either task- or ego-oriented. However, people are capable of adopting both task and ego orientations. According to Nicholls (1989), Pensgaard and Roberts (2003), and Roberts (2012) Task and Ego orientation are generally believed to be orthogonal, not bipolar. The independence of goal orientation types was supported by

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research conducted in educational and athletic settings. Considering the orthogonality of objective orientations to provide an alternative viewpoint on the two goal perspectives, Fox et al. (1994) looked at four goal profiles: high task-high ego, high task-low ego, high ego-low task (HE-LT), and low ego-low task (LE-LT). The majority of highly driven athletes were found to be high task/high ego oriented, whereas the least motivated athletes were found to be low task/low ego oriented, with the remaining athletes falling somewhere in between (Fox et al., 1994; Georgiadis et al., 2001).

Emotional Intelligence

According to Hanin, Y.L. (2012), emotion is an inherent part of the competitive experience. Emotional Intelligence motivates a person to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about, to what they do. Emotional intelligence – the ability to manage oneself and one's relationships - consists of four fundamental capabilities: self-awareness, self-management, social awareness, and social skill. Each capability, in turn, is composed of specific sets of competencies (Goleman et al., 2002).

Emotional intelligence is important in sports because it helps athletes manage their emotions effectively, maintain focus, and perform at their best. Athletes who have high emotional intelligence are better equipped to handle the pressures of competition and the physical demands of training. In addition, emotional intelligence can help athletes communicate effectively with their coaches, teammates, and opponents, which can help to build positive relationships and foster a sense of camaraderie. Athletes who have high emotional intelligence are also more likely to bounce back from setbacks and failures, as they are able to regulate their emotions and maintain a positive mindset. Overall, emotional intelligence is an important skill for athletes to develop as it can have a significant impact on their performance, relationships, and overall well-being.

Athletes can improve their performance in sports if they can recognise, comprehend, control, and manage their emotions, according to sport psychologists and researchers (Lane, 2006; Lane et al, 2009; Mayer & Felcher, 2009). According to Lane (2006), emotional intelligence makes an individual's emotional responses to situations more appropriate. An individual's emotional intelligence will cause them to feel stimulated if the situation asks for it.

Emotional Intelligence plays a bigger role in team sports rather than individual sports as it requires more interpersonal interactions and cooperation. In fact, one of the traits of emotional intelligence is the capacity to understand others' emotions and react to them accordingly, which is a promising trait in any team player. A favorable association has been found between trait EI and judgements of ballet dancing ability (Petrides et al., 2000). And Zizzi et al. (2003) concluded that elements of EI seem to be significantly connected to pitching performance, rather than hitting performance in baseball. Furthermore, EI in the context of sports performance is observed to be related to feelings, physical reactions to stress, effective use of psychological skills, and better athletic performance. However, it was also noted that the results were conflicting (Laborde, 2014), indicating the need for additional research to fully understand the relationship between EI and athletic performance.

Although emotions are essential to sports performance and sport success is thought to be influenced by emotional intelligence (EI), the topic has not grabbed much attention from researchers in the sport realm till date. Of the few studies that are available with regards to emotional intelligence among athletes, they relate to concepts of performance, motivation

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and personality traits. There seems to be a lack of research surrounding the relationship between goal orientation and emotional intelligence. Understanding athletes' goal orientation and how it is connected to one's emotional intelligence is of importance as it can lead to strategizing ways to handle pressure, to generate a better climate in the sports arena, which can thereby aid improving one's performance and career in the sports field.

METHODOLOGY

Research Question

Is there any relationship between Goal Orientation and Emotional Intelligence among sports persons?

Objectives

- To examine the relationship between Task Orientation and Emotional Intelligence among Sports Persons.
- To examine the relationship between Ego Orientation and Emotional Intelligence among Sports Persons.
- To examine the relationship between Task Orientation and Ego Orientation.
- To examine if there is any significant gender difference with respect to Emotional Intelligence.
- To examine if there is any significant gender difference with respect to Task Orientation.
- To examine if there is any significant gender difference with respect to Ego Orientation.
- To examine if there is any significant difference with the types of sports they are involved in relation to Emotional Intelligence.
- To examine if there is any significant difference with the types of sports they are involved in relation to Task Orientation.
- To examine if there is any significant difference with the types of sports they are involved in relation to Ego Orientation.
- To find out the influence of Task Orientation on Emotional Intelligence
- To find out the influence of Ego Orientation on Emotional Intelligence

Sample

The study focuses on adolescents and emerging adults of age group 10-25 years of age who are actively playing any sports at any level. The sample size consists of 182 sports persons from Tamil Nadu and Pondicherry. The sampling technique used was purposive sampling method.

Inclusion Criteria

- Sports persons between the age group of 10-25 years
- Currently and actively participating in sporting activities.

Exclusion Criteria

- Persons who play sports for leisure or hobby
- People who used to play but not continuing sports
- Those who have recently started participating in sports within the past year

Tool Description

The tool consisted of three parts – Details on one's demographics, Task and Ego Orientation in Sports Questionnaire and Emotional Intelligence Scale.

- **Demographic questionnaire** included items on name, age, gender, sports they are involved, whether the sports is a team or individual sports, number of years of playing the sports, and current performance level.
- **Task and Ego Orientation in Sports Questionnaire (TEOSQ)** assess disposition towards task and ego achievement goal orientations. It is a 13item questionnaire and the responses are collected using a 5-point Likert-type scale ranging from (1) strongly disagree to (5) strongly agree. A mean score is calculated for both the task and ego subscales by adding the scores for each item on that subscale and divided by the number of items in that subscale. The mean score would range between 1 (low) and 5 (high) for each orientation. The subscales were found to be internally consistent with alpha levels for task orientation .79 and .89 (Cumming, & Hall, 2004). The TEOSQ is also found to be valid when used within a sports context.
- **Emotional Intelligence Scale** was developed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002). The EIS contains 34 statements, each to be rated on a five-point scale ranging from strongly agree (5) to 'strongly disagree' (1). The statements relate different components of emotional intelligence like self-awareness (4 items), empathy (5 items), self-motivation (6) items), emotional stability (4 items), managing relations (4 items), integrity (3 items), self-development (2 items), value orientation (2 items), commitment (2 items), and altruistic behavior (2 items). The obtainable score ranges from 34 to 170 where higher score indicates higher level of emotional intelligence. This is a well-known test having high reliability (split-half reliability 0.88) and high validity (0.93).

Operational definition

Goal Orientation

Goal Orientation refers to an athlete's approach to achieving success. The athletes may adopt different goal orientations, such as task or ego, which may influence their motivation and behavior (Duda, 1989).

Task Orientation

The task orientation operates when the athlete's actions are primarily motivated by personal mastery, improvement, and achievement of higher ability. Success and failure are defined subjectively by the athlete's self-referenced perceptions of his or her performance. (D.Shaw, Sports and Exercise Psychology textbook).

Ego Orientation

An ego orientation is characterized by an athlete whose actions are primarily motivated to demonstrate normative competence such as beating an opponent, demonstrating superior ability, and/or showing off. Thus, success and failure are most generally judged by the ego motivated athlete by comparisons with the performance of other competitors. (D.Shaw, Sports and Exercise Psychology textbook)

Emotional Intelligence

The ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to

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access and/or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth (Mayer & Salovey, 1997).

Procedure

The questionnaire for Task and Ego Orientation Questionnaire (TEOSQ) and Emotional Intelligence Questionnaire consisting of 13 items and 34 items respectively was circulated by Google forms through social networking sites and shared in-person in sports academies to the participants with general instructions. It is self-administered test. They were also informed that the study investigates whether they are Task oriented or Ego oriented and also regarding their Emotional Intelligence. They are informed that their answers will remain anonymous for research purpose. They are informed that there are five choices for each response to choose from and they have to answer this questionnaire when they are feeling calm and composed.

Research Design

In the present study ex post facto design is used where an independent and dependent variable are involved but the researcher does not manipulate the independent variable.

Hypothesis

- H₁: There is no significant relationship between Task Orientation and Emotional Intelligence among sports person.
- H₂: There is no significant relationship between Ego Orientation and Emotional Intelligence among sports person.
- H₃: There is no significant relationship between Task Orientation and Ego Orientation
- H₄: There is no significant gender difference in the levels of Emotional Intelligence
- H₅: There is no significant gender difference in the levels of Task Orientation
- H₆: There is no significant gender difference in the levels of Ego Orientation
- H₇: There is no significant difference in the type of sports they are in relation to the levels of Emotional Intelligence
- H₈: There is no significant difference in the type of sports they are involved in relation to the levels of Task Orientation
- H₉: There is no significant difference in the type of sports they are involved in relation to the levels of Ego Orientation
- H₁₀: There is no influence of Task Orientation on Emotional Intelligence
- H₁₁: There is no influence of Ego Orientation on Emotional Intelligence

Variables

- Independent variable: Goal Orientation
- Dependent variable: Emotional Intelligence

Analysis

Pearson's Product Moment Correlation was used to determine the relationship between task/ego orientation and emotional orientation. T- statistics was used to determine the gender differences between individuals who are task oriented, ego oriented and the levels of emotional intelligence. It was also used to determine the difference in the type of sports played by those who are task oriented, ego oriented and the levels of emotional intelligence. Regression analysis was used to determine the influence between task/ego orientation on emotional intelligence.

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Ethics

The participants are informed about the purpose of the research, the expected duration and procedures. The limits of confidentiality of the study are made clear. Any foreseeable discomfort or risk factors are informed. They were informed that their answers will remain anonymous for research purpose. They were informed if they feel any form of discomfort, they can refrain from continuing being a participant. The participants are informed on who they can contact in case of any queries.

RESULTS

Table 1 Percentage of participants of different gender and types of sports they are involved in

		N	Percentage
Gender	Male	87	47.8
	Female	95	52.2
Type of sports	Individual Sports	84	46.15
	Team Sports	98	53.84

Table 1 show the characteristics of the sample where 47.8 % of males and 52.2 % of females have participated in the present study. In the sample, there are 46.15 % of participants who are involved in individual sports and 53.84 % of people who are involved in team sports.

Table 2 Descriptive statistics for Emotional Intelligence, Task Orientation and Ego Orientation of Sports Persons

	N	Mean	Std. Deviation	Skewness	Kurtosis
Emotional Intelligence	182	13.15	14.919	-0.684	1.449
Task Orientation	182	28.20	4.480	-1.037	1.425
Ego Orientation	182	17.77	4.457	0.213	-0.291

The above table shows the descriptive statistics of Emotional Intelligence, Task Orientation and Ego Orientation among Sports Persons. The mean of Emotional Intelligence is $M = 132.15 \pm 14.919$. And the mean of Task Orientation and Ego Orientation is $M = 28.20 \pm 4.480$ and $M = 17.77 \pm 4.457$ respectively.

The distribution of Emotional Intelligence is highly negatively skewed (-0.684) and is platykurtic (1.449).

Task Orientation was highly negatively skewed (-1.037) and the kurtosis is platykurtic (1.425). Ego Orientation was normally distributed (0.213) and the kurtosis is mesokurtic (-0.21).

Table 3 Shows the correlation between Task Orientation and Emotional Intelligence among Sports Persons

Variable	Task Orientation	Emotional Intelligence
Task Orientation	1.000	.503**
Emotional Intelligence	.503**	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

This table shows Pearson product moment correlation to determine the relationship between Task Orientation and Emotional Intelligence. Due to the large sample size normality was

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assumed for the distribution. There is a moderate positive relationship between Emotional Intelligence and Task Orientation which is statistically significant $r = 0.503$ ($p < 0.01$).

Thus, the H_1 stating there will be no significant relationship between Task Orientation and Emotional Intelligence is rejected. This shows that increase in Task Orientation leads to increase in Emotional Intelligence.

Table 4 Shows the correlation between Ego Orientation and Emotional Intelligence among Sports Persons

Variable	Ego Orientation	Emotional Intelligence
Ego Orientation	1.000	.171*
Emotional Intelligence	.171*	1.000

*Correlation is significant at the 0.05 level (2-tailed).

This table shows Pearson product moment correlation to determine the relationship between Ego Orientation and Emotional Intelligence. There is a low positive correlation between Emotional Intelligence and Ego Orientation $r = 0.171$ ($p < 0.05$). Thus, the H_2 stating there will be no significant relationship between Ego Orientation and Emotional Intelligence is rejected. This shows increase in Ego Orientation leads to increase in Emotional Intelligence but to a considerably low level.

Table 5 Shows the correlation between Task Orientation and Ego Orientation among Sports Persons

Variable	Task Orientation	Ego Orientation
Task Orientation	1.000	.160*
Ego Orientation	.160*	1.000

*Correlation is significant at the 0.05 level (2-tailed).

This table shows Pearson product moment correlation to determine the relationship between Task Orientation and Ego Orientation. On comparing the two sub-scales of Goal Orientation i.e Task and Ego Orientation, it shows low positive correlation $r = 0.160$ ($p < 0.05$). Thus, the H_3 stating there is no significant relationship among Task Orientation and Ego Orientation is rejected.

Table 6 Shows the gender difference in levels of Emotional Intelligence

Variables	Gender	t	df	Sig.
Emotional Intelligence	Male	-2.061	180	0.041
	Female			

An Independent Samples t – test was performed to examine the difference in level of Emotional Intelligence between male and female participants. From table 6, it is seen that there is gender difference in the levels of Emotional Intelligence among the male and female participants. The mean value between male ($M = 129.79$) is slightly lesser than that of the female participants ($M = 134.32$) and that $t(180) = -2.06$, $p = .041$. Thus, the hypothesis H_4 stating there is no gender difference in the levels of Emotional Intelligence is rejected. Hence, there is significant gender difference in the participants of the study with respect to Emotional Intelligence, with females having more emotional intelligence than males.

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Table 7 Shows the gender difference in levels of Task Orientation

Variables	Gender	t	df	Sig.
Task Orientation	Male	-1.418	180	0.158
	Female			

An Independent- test was performed to understand the difference in the levels of Task Orientation between males and females. From table 7, it is seen that there is no significant difference in the levels of Task Orientation among the male and female participants, $t(180) = -1.418$ ($p = 0.158$). The hypothesis H_5 is accepted and hence, there is no significant gender difference in the participants of the study with respect to Task Orientation.

Table 8 Shows the gender difference in levels of Ego Orientation

Variables	Gender	t	df	Sig.
Task Orientation	Male	-1.351	175.9	0.178
	Female			

An Independent Samples t – test was performed to examine the level of Ego Orientation between male and female sports people. From table 8, it is seen that there is no significant difference in the levels of Ego Orientation among the male and female participants, $t(175.90) = 1.351$ ($p = .178$). Thus, hypothesis H_6 is accepted. Hence, there is no significant gender difference in the participants of the study with respect to Ego Orientation.

Table 9 Shows independent sample t-test values of types of sports involved in relation to Emotional Intelligence

Variables	Type of Sports	t	df	Sig.
Emotional Intelligence	Individual Sports	1.368	180	0.173
	Team Sports			

An Independent- test was performed to examine the level of Emotional Intelligence between participants involved in individual and team sports. From table 9, it is seen that there is no significant difference in the levels of Emotional Intelligence among the individual and team sports participants, $t(180) = -1.368$ and $p = .173$. Thus, the hypothesis H_7 is accepted. Hence, there is no significant difference in the participants type of sports involved in the study with respect to Emotional Intelligence.

Table 10 Shows independent sample t-test values of types of sports involved in relation to Task Orientation

Variables	Type of Sports	t	df	Sig.
Task Orientation	Individual Sports	-1.400	180	0.185
	Team Sports			

An Independent Samples t – test was performed to examine the level of Task Orientation between individual and team sports people. From table 10, it is seen that there is no significant difference in the levels of Task Orientation among the individual and team sports participants, $t(180) = -1.400$ and $p = 0.185$. Thus, the hypothesis H_8 is accepted. Hence, there is no significant difference in the type of sports involved in by the participants of the study with respect to Task Orientation.

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Table 11 Shows independent sample t-test values of types of sports involved in relation to Ego Orientation

Variables	Type of Sports	t	df	Sig.
Ego Orientation	Individual Sports	1.350	160.91	0.178
	Team Sports			

An Independent Samples t – test was performed to examine the level of Ego Orientation between individual and team sports people. From table 11, it is seen that there is no significant difference in the levels of Ego Orientation among the individual and team sports participants, $t(160.91) = 1.350$ and $p = 0.178$. The hypothesis H_9 is accepted. Hence, there is no significant difference in the type of sports involved in by the participants of the study with respect to Ego Orientation.

Table 12 Shows regression analysis of Task Orientation on Emotional Intelligence
Table 12.1 Shows Correlation coefficient and coefficient of determination between Task Orientation and Emotional Intelligence

Variables	Correlation Coefficient	Coefficient of Determination
Task Orientation and Emotional Intelligence	0.503**	0.253

Table 12.2 Shows ANOVA for predicting Emotional Intelligence from Task Orientation

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	10174.86	1	10174.86	60.82	<.001
Residual	30108.82	180	167.271		
Total	40283.69	181			

Table 12.3 Shows the intercept and slope of the line of best fit between Task Orientation and Emotional Intelligence

Model	B	t	Sig.
(Constant)	84.958	13.867	<.001
Task Orientation	1.673	7.799	<.001

A simple linear regression was calculated to predict Emotional Intelligence based on Task Orientation. There is a significant moderate relationship between Emotional Intelligence and Task Orientation $r=0.503$ ($p<0.01$). The coefficient of determination, $R^2 = 0.253$ which shows that 25.3% variability in Emotional Intelligence is because of Task Orientation. The results on the ANOVA test indicates the regression model is a good fit and implies that the Task Orientation significantly predicts Emotional Intelligence, $F(1,180)= 60.829$ ($p < .001$). Therefore, Task Orientation is a good predictor of Emotional Intelligence. Regression equation of Emotional Intelligence = $84.958 + (1.673 * \text{Task Orientation score})$. This implies that for every unit of Task Orientation, Emotional Intelligence increases by 167%. Thus, $EI = 84.958 + (1.67 * TO \text{ score})$ where EI= Emotional Intelligence and TO= Task Orientation. Thus, the hypothesis H_{10} is rejected and there is significant influence of Task Orientation on Emotional Intelligence.

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Table 13 Shows regression analysis of Ego Orientation on Emotional Intelligence
Table 13.1 Shows Correlation coefficient and coefficient of determination between Ego Orientation and Emotional Intelligence

Variables	Correlation Coefficient	Coefficient of Determination
Ego Orientation and Emotional Intelligence	0.171**	0.029

Table 13.2 Shows ANOVA for predicting Emotional Intelligence from Ego Orientation

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	1177.082	1	1177.082	5.418	.021
Residual	39106.611	180	217.259		
Total	40283.692	181			

Table 13.3 Shows the intercept and slope of the line of best fit between Ego Orientation and Emotional Intelligence

Model	B	t	Sig.
(Constant)	121.988	27.096	<.001
Ego Orientation	.572	2.328	.021

A simple linear regression was calculated to predict Emotional Intelligence based on Ego Orientation. There is significant relationship between Emotional Intelligence and Ego Orientation $r=0.171$ ($p=0.011$). The coefficient of determination, $R^2 = 0.029$ which shows that 2.9% variability in Emotional Intelligence is because of Ego Orientation. The results on the ANOVA test indicates the regression model is a good fit and implies that the Ego Orientation significantly predicts Emotional Intelligence, $F(1,180)= 5.418$ ($p=0.021$). Therefore, Ego Orientation is a good predictor of Emotional Intelligence. Regression equation of Emotional Intelligence= $121.9 + (0.57 * \text{Ego Orientation score})$. This implies that for every unit of Ego Orientation, Emotional Intelligence increases by 57%. Thus, $EI = 121.9 + (0.57 * \text{EO score})$ where EI= Emotional Intelligence and EO= Ego Orientation. Thus, the hypothesis H_{11} is rejected as there significant influence of Ego Orientation on Emotional Intelligence.

DISCUSSION

The aim of this research was to analyze the influence of Goal Orientation (i.e., Task Orientation and Ego Orientation) on Emotional Intelligence.

The most substantial findings of this research indicate that there is a moderate positive relationship between Task Orientation and Emotional Intelligence. Research (Supervía et al.,2020) has found that sports persons who are more task-oriented tend to have higher levels of emotional intelligence compared to those who are more ego-oriented. This is because task orientation promotes a growth mindset, where individuals are open to learning and feedback, and are less likely to be threatened by challenges or setbacks. Moreover, task-oriented athletes are more likely to focus on improving their skills and developing new strategies, rather than being overly concerned with winning or losing. This allows them to approach competition with a sense of curiosity and a desire to learn, which in turn helps them to better regulate their emotions. Thus, the relationship between task orientation and emotional intelligence among sports persons is a positive one, with task orientation promoting the

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development of emotional intelligence which are skills that can be beneficial in both sports and other areas of life.

On the other hand, there is low positive correlation between Ego Orientation and Emotional Intelligence. Individuals with a high ego orientation tend to be more focused on their own performance and success, which can make it difficult for them to recognize and manage their emotions in high-pressure situations. They may be more likely to experience negative emotions such as anger or frustration when things don't go their way, which can lead to poor decision-making and performance. There are many research findings (Fteiha and Awwad., 2020) that suggest that there is a negative relationship between ego orientation and emotional intelligence, with ego orientation making it more difficult for individuals to manage their emotions effectively. But in the present study we can see there is low positive correlation between Ego Orientation and Emotional Intelligence. The athletes' intelligence suggests that, despite being egocentric, they can control some parts of their emotions. Hence it can be concluded that Goal Orientation i.e., Task and Ego Orientation are positively related to Emotional Intelligence.

It was also found that there is low positive relationship between Task Orientation and Ego Orientation. This suggests that a sports person can compare their performance not only to their previous performance but also to the performance of others. The situational and environmental factors surrounding the circumstances in the sports arena could have led to this result. A task-oriented person is likely to hold the belief that sporting success is achieved by obtaining skill mastery and personal improvement in sport and is thereby linked to more enjoyment of the sport (Duda, 1989). Whereas, an ego-oriented person is likely to hold the belief that sporting success is achieved by obtaining greater skills than others. Furthermore, they also consider sports as a sign of social status which they are likely to compare with others, and it is also linked to a lesser enjoyment of the sport. Therefore, when viewing from this lens, success is seen as being similar to overcoming rivals, being highly concerned with the demonstration of it to others which results in an athlete being ego oriented. According to Duda and Nicholls (1992), task orientation is when success is based on the experience of personal improvement, learning insight or mastering the demands of a task. Individuals with a task goal orientation use self-referenced criteria to judge their own competence and typically focus on learning, improving their abilities, and mastering the tasks which they perform (Li & Harmer, 1996). Both task orientation and ego-orientation allow us to distinguish goals, interests, and emotions related to both success and failure.

On analyzing t-statistics there is a significant gender difference in relation to Emotional Intelligence $t(180) = -2.061$. The present study, was supported by Perils and Hahison (2006) who's findings showed that sportspeople score above the general population average on Emotional Intelligence. Studies have found that women tend to have higher emotional intelligence in sports than men. Saavedra et al. (2015) found that female athletes scored higher than male athletes on emotional intelligence measures, including emotional regulation and empathy. Furthermore, Lane and Terry (2010) found that female athletes were better at managing their emotions and communicating with teammates than male athletes. There are several factors that may contribute to these gender differences in emotional intelligence in sports. One factor is societal norms and expectations. Women are often socialized to be more in tune with their emotions and to communicate more openly, which may give them an advantage in developing emotional intelligence skills. On the other hand, men are often socialized to suppress their emotions and to compete aggressively, which may hinder their emotional intelligence development. Moreover, some sports require more emotional

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intelligence skills than others. For example, team sports such as soccer and basketball require athletes to work closely with others and communicate effectively, which may favor athletes with higher emotional intelligence. In contrast, individual sports such as weightlifting and swimming may place less emphasis on emotional intelligence. These findings could indicate that the gender stereotypes regarding levels of Emotional Intelligence do appear to hold true for athlete.

On comparing the different levels of Task Orientation and Ego Orientation among male and female athletes there wasn't any significant difference. Several studies have examined gender differences in task and ego orientation in various settings, including sports, academics, and work. (Hosseini et al., 2015, Visek et al., 2014). However, the results consistently show that there are no significant differences between males and females in their level of task orientation or ego orientation. One possible explanation for this finding is that task and ego orientation are not inherently linked to gender. Rather, they are individual differences that can be influenced by a variety of factors, such as personality, past experiences, and socialization. Additionally, there may be cultural or societal factors that affect the expression of task and ego orientation, but do not necessarily differ between males and females. On the whole, various researches suggest that task and ego orientation are not significantly influenced by gender, and that individuals of any gender can exhibit either mindset. This is supported by Maday (2002) who studied college male and female runners in Division III institutions in order to examine the relationships between goal orientation and runner satisfaction. There were no significant differences between male and female scores on the TEOSQ. However, the literature do report that the results vary depending on the sport they play and their personal backgrounds.

On comparing the type of sports they are involved in, there is no significant difference between team and individual sports players in relation to Emotional Intelligence, Task Orientation and Ego Orientation. Both team and individual sports can provide opportunities for athletes to develop and improve their emotional intelligence. In team sports, athletes must learn to work with others, communicate effectively, and manage conflicts, which can all help to develop their social and emotional skills. In addition, team sports often involve a range of emotions, such as excitement, frustration, disappointment, and joy, which can help athletes learn to manage their emotions in a variety of situations. Similarly, in individual sports, athletes must learn to manage their own emotions and stay focused and motivated, which can help to develop their self-awareness and self-regulation skills. They may also have to interact with coaches, competitors, and other individuals, which can help to develop their social and emotional skills (Lupo et al., 2015). On the whole, while there may be individual differences in the specific situations and challenges that athletes face in team and individual sports, both types of sports can provide opportunities for athletes to develop and improve their emotional intelligence.

Athletes who are task-oriented are those who put more emphasis on their own accomplishments and ambitions than on those of others. They constantly work to enhance their abilities and performance, and their sense of accomplishment is more self-referential than other-referential. For task-oriented athletes, personal motivation and goals are more important than the sport they play (individual or team). In team sports, task-oriented athletes focus on ways to contribute to the team's success while still striving to improve their individual skills. They understand that their personal success is often tied to the success of the team, and they are willing to put in the work to help their team win. In individual sports, task oriented athletes set personal goals and work to improve their skills and performance.

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They understand that their success is solely dependent on their own efforts and abilities, and they are motivated to achieve their personal best. Thus, task-oriented athletes focus on their personal goals and achievements, regardless of whether they participate in individual or team sports. They strive to improve their skills and performance, and the satisfaction they derive from their accomplishments is self-referenced rather than other-referenced (Gustafsson et al., 2017).

In team sports, ego-oriented athletes may be more concerned with their role on the team, their playing time, and their statistics in comparison to their teammates. They may be more likely to focus on winning at all costs, even if it means sacrificing personal development and growth. In individual sports, ego-oriented athletes may be more focused on beating their competitors and achieving external recognition and accolades. They may be less concerned with personal growth and development and more focused on winning and being the best.

Therefore, while task-oriented athletes may approach both team and individual sports similarly, ego-oriented athletes may have different motivations and priorities depending on the type of sport they participate in. However, in the present study there is no significant difference in the types of sports involved in and Ego Orientation.

Task and ego orientation are two different approaches to sports that can have different implications for athletes in both team and individual sports. In team sports, task-oriented athletes tend to focus on improving their own performance, but also understand the importance of working together with their teammates to achieve a common goal. They are often more coachable and open to feedback, and are willing to make sacrifices for the good of the team. On the other hand, ego-oriented athletes tend to focus more on their own individual success and recognition, often at the expense of the team. They may be less coachable and less willing to make sacrifices for the good of the team, as they prioritize their own goals and achievements over the success of the team as a whole. In individual sports, task-oriented athletes are more focused on improving their own skills and achieving their own personal goals, rather than competing against others. They are often more disciplined and self-motivated, and have a strong sense of personal responsibility for their own success. Ego oriented athletes in individual sports may be more focused on winning at all costs, and may be more prone to taking shortcuts or engaging in unethical behavior in order to gain an advantage over their competitors. Overall, while both task and ego orientation can have their benefits, research (Chin et al., 2012) suggests that task-oriented athletes tend to have better long-term success, both in terms of their own individual achievements and in terms of the success of their team or sport as a whole.

The present study on regression analysis found that 25.3% variability in Emotional Intelligence is because of Task Orientation and 2.9% variability in Emotional Intelligence is because of Ego Orientation. In both cases, the results indicated the regression model is a good fit and implies that the Ego Orientation and Task Orientation are good predictors of Emotional Intelligence. It was found that Emotional Intelligence increases by 167% for each unit of measure of Task Orientation, and Emotional Intelligence increases by 57% for each unit of measure of Ego Orientation. It is evident from the regression analysis that influence of Task Orientation on Emotional Intelligence is more as compared to Ego Orientation.

Goal orientation i.e., mainly being task oriented and emotional intelligence play a significant role in the success and overall well-being of athletes. If people are trained to be more task oriented, they will be able to exhibit empathy, self-awareness, emotional stability, altruistic

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behaviour, commitment, self-development, integrity etc. which will help them in building relationships, teamwork, better coordination, learn new things and enjoy what they are doing, where some of the implications leads to an improvement in an athlete's career. Goal orientation helps athletes to stay motivated, committed, and focused on their objectives. By setting clear goals and striving towards achieving them, athletes can improve their performance on the field or court. Emotional intelligence helps athletes to handle stress and pressure effectively. Athletes with high emotional intelligence can manage their emotions, remain calm under pressure, and bounce back from setbacks. Thus, they can develop better coping mechanism.

Task Orientation can be beneficial for athletes in developing emotional intelligence skills, which in turn can lead to improved performance and well-being. Task-oriented athletes tend to be more self-aware, empathetic, and better at understanding and managing their emotions. They are more likely to recognize and control their emotional responses to both successes and failures, enabling them to handle pressure and stress more effectively. Goal orientation and emotional intelligence are also essential for effective team dynamics. Athletes who are task-oriented and emotionally intelligent are better able to communicate with their teammates, collaborate effectively, and support each other.

By developing emotional intelligence, athletes can effectively manage stress and anxiety associated with competitive sports. This improved stress management contributes to both mental and physical well-being, allowing athletes to perform at their best.

On the whole, the study suggests that there is positive relationship between Goal Orientation and Emotional Intelligence and there is a significant influence of Goal Orientation on Emotional Intelligence among sports persons.

Summary

In the present study is there is a direct and positive relationship between Task Orientation and Emotional Intelligence as well as Ego Orientation and Emotional Intelligence.

Task Orientation is beneficial for athletes in developing emotional intelligence skills, which can contribute to improved performance, well-being, and overall success in sports. Though studies have indicated a negative association between Ego Orientation and Emotional Intelligence because they find it difficult to build Emotional Intelligence abilities, our current study show a low positive relationship between Ego Orientation and Emotional Intelligence.

There is also a low positive relationship between Task Orientation and Ego Orientation. Those who were higher in task orientation showed higher satisfaction with their individual performance, ability, strategy, team task contribution, and team social contribution. Those higher in ego orientation showed lower satisfaction on the same factors (Maday, 2000).

There is significant gender differences on the level of Emotional Intelligence whereas there is no significant gender differences on the levels of Task Orientation and Ego Orientation among athletes. Researchers have found that that female athlete had higher levels of emotional intelligence compared to male athletes (Abdollahipour, Zahari, & Soltani, 2013). The development of Task Orientation and Ego Orientation can be influenced by a range of individual, social, and environmental factors, rather than simply gender.

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There is also no significant difference in the type of sports involved in relation to Emotional Intelligence, Task Orientation and Ego Orientation. While there may be differences in the specific situations and challenges that athletes face in team and individual sports, both types of sports can provide opportunities for athletes to develop and improve their Emotional Intelligence, Task Orientation and Ego Orientation.

There is significant influence of Task Orientation and Ego Orientation on Emotional Intelligence. It is found that emotional intelligence increases by 167% for every unit of measure of task orientation and by 57% for every unit of measure of ego orientation. Task Orientation can lead to higher levels of emotional intelligence, which in turn can lead to improved performance, better interpersonal relationships, and greater overall well-being while Ego Orientation tends to have negligible influence on Emotional Intelligence.

CONCLUSION

1. There is significant relationship between Task Orientation and Emotional Intelligence.
2. There is significant relationship between Ego Orientation and Emotional Intelligence.
3. There is significant relationship between Task Orientation and Ego Orientation.
4. There is significant gender difference in the levels of Emotional Intelligence.
5. There is no significant gender difference in the levels of Task Orientation.
6. There is no significant gender difference in the levels of Ego Orientation.
7. There is no significant difference in the type of sports involved in the levels of
8. Emotional Intelligence.
9. There is no significant difference in the type of sports involved in the levels of Task Orientation.
10. There is no significant difference in the type of sports involved in the levels of Ego
11. Orientation.
12. There is a significant influence of Task Orientation on Emotional Intelligence.
13. There is a significant influence of Ego Orientation on Emotional Intelligence.

Limitations

- Due to time constraints, researcher could not access large parts of the population and the sample was taken only from people involved in sporting activities in Tamil Nadu and Pondicherry.
- The sample chosen included 10-25 year old athletes and so it was administered to sports people of other age categories.
- Only English knowing athletes could participate in the survey as the questionnaire was in the English language.

Implications

There are many researches which suggests that being task oriented helps the athlete to achieve success, therefore, when the goal orientation of an individual has been identified as being task oriented, it suggests that it will benefit them in different areas of life. Athletes who are task oriented can better able to focus on the task at hand. This can translate to other areas of their life, such as work or school, where they may need to concentrate on specific tasks or projects, thus resulting in improved focus among athletes. Task oriented athletes are highly motivated and driven to achieve their goals, and this can help them to persevere through challenges and setbacks in all areas of their life, which acts as a reinforcement and in turn increases their motivation levels. Task oriented athletes also have excellent time management skills. They are able to prioritize their activities and manage their time

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effectively to achieve their goals. They can become highly accountable for their actions and results. They take responsibility for their successes and failures and learn from their experiences.

Overall, it's important for athletes to strike a balance between a healthy ego and a focus on teamwork, sportsmanship, and personal growth. Developing a growth-oriented mindset that values learning and improvement can help athletes overcome setbacks and stay motivated to achieve their goals.

Emotional intelligence helps athletes to understand their own emotions, strengths, and weaknesses. This self-awareness can help them identify areas for improvement and work towards developing better strategies for achieving their goals. Thus, they will be able to develop self-awareness.

A task-oriented and emotionally intelligent athlete tends to have a positive mindset, which helps them to overcome obstacles, stay motivated, and achieve their goals. In conclusion, athletes who possess both task orientation and emotional intelligence are more likely to succeed both on and off the field. These qualities help them to stay focused, manage stress effectively, work well with teammates, and maintain a positive attitude towards their goals.

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Conflict of Interest

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