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A study of emotional intelligence between the male basketball and volleyball inter-university players

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Abstract

The purpose of this research is to compare the levels of emotional intelligence between male inter-university players of basketball and volleyball. For the purpose of study total 40 male (20 basketball and 20 volleyball players) were selected for the study using a purposive sampling technique. The subjects were selected from the University of Rajasthan, Jaipur. Emotional intelligence was assessed by a standardized psychological questionnaire developed by Dr. Arun Kumar Singh and Dr. Shruti Narain. In order to determine significant differences in emotional intelligence between the basketball and Volleyball players, an independent sample "t" test was employed, with the significance level set at 0.05. On the basis of mean compare and t-value there were no significant differences found in emotional intelligence levels between male basketball and volleyball inter-university players from Jaipur.

Keywords: Emotional intelligence, basketball players and volleyball players etc.

Introduction

In the realm of sports psychology, understanding the psychological constructs that influence athletic performance is crucial. One such construct that has garnered significant attention is the locus of control. Coined by Julian B. Rotter in 1954, emotional intelligence refers to the extent to which individuals believe they can control events that affect them. It is a fundamental concept in psychology, shedding light on individual differences in attributions of causality. In the context of sports, emotional intelligence plays a pivotal role in determining an athlete's approach to training, competition, and performance outcomes. For badminton players, who navigate a fast-paced and dynamic environment, understanding their emotional intelligence orientation can provide valuable insights into their mindset, resilience, and overall athletic development.

This study aims to explore the emotional intelligence among badminton players, examining how their beliefs about control influence various aspects of their sporting endeavors. By delving into this aspect of psychological functioning, we can better grasp the factors that contribute to success, satisfaction, and well-being in the realm of badminton.

Basketball players and Emotional Intelligence

Basketball, a sport beloved by millions worldwide, is not merely about physical prowess and technical skill; it also involves intricate mental dynamics that significantly impact performance on the court. Among these psychological factors, emotional intelligence (EI) stands out as a crucial determinant of success for basketball players. EI, defined as the ability to recognize, understand, and manage one's own emotions, as well as those of others, plays a pivotal role in navigating the complexities of competitive sports environments.

In recent years, researchers have increasingly turned their attention to the intersection of basketball performance and emotional intelligence, seeking to unravel the nuances of how emotional intelligence influences various facets of players' experiences and outcomes in the sport. This burgeoning field of study delves into how players' emotional awareness, regulation, and interpersonal skills shape their interactions with teammates, coaches, opponents, and fans, ultimately impacting team dynamics, leadership effectiveness, and individual performance levels.

This research seeks to explore the multifaceted relationship between emotional intelligence and basketball, shedding light on its implications for player development, team cohesion, and

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overall success in the sport. By examining the perspectives of players, coaches, psychologists, and other stakeholders, this study aims to provide valuable insights into the role of emotional intelligence in optimizing athletic performance and fostering a positive sporting environment conducive to both personal growth and collective achievement. Through a comprehensive exploration of this topic, we endeavor to contribute to the advancement of knowledge in sports psychology and provide practical recommendations for enhancing the emotional intelligence of basketball players at all levels of the game.

Volleyball Players and Emotional Intelligence

Volleyball, a dynamic and high-intensity sport, demands not only physical prowess and technical skills but also significant psychological acumen. The interplay of teamwork, rapid decision-making, and high-pressure situations makes volleyball a fertile ground for examining the role of emotional intelligence (EI) among athletes. Emotional intelligence, defined as the ability to recognize, understand, manage, and utilize emotions effectively, is increasingly recognized as a critical component of athletic performance and overall well-being. This introduction explores the burgeoning interest in the relationship between volleyball players and emotional intelligence, underscoring its implications for performance enhancement, team dynamics, and psychological resilience.

In the realm of sports psychology, emotional intelligence is posited to influence various aspects of an athlete's experience and performance. For volleyball players, the ability to navigate their own emotions and those of their teammates can significantly impact communication, cohesion, and the capacity to maintain composure under pressure. Studies suggest that athletes with higher levels of emotional intelligence are better equipped to handle the stressors of competition, exhibit superior leadership qualities, and contribute positively to the team's morale and effectiveness.

Research into the emotional intelligence of volleyball players is multifaceted, encompassing assessments of individual EI levels, the development of EI through targeted interventions, and the correlation between EI and performance metrics. By examining how volleyball players perceive and manage emotions, both their own and those of others, researchers aim to uncover strategies that enhance not only athletic performance but also personal growth and psychological well-being.

This growing body of research highlights the transformative potential of emotional intelligence in sports. As volleyball continues to evolve and the demands on athletes intensify, understanding the role of EI becomes increasingly crucial. By integrating emotional intelligence training into athletic programs, coaches and sports psychologists can foster more resilient, adaptive, and successful athletes. In this context, the investigation into volleyball players' emotional intelligence offers valuable insights that extend beyond the court, contributing to the broader discourse on the importance of emotional skills in high-performance environments.

Methodology

In this section selection of subjects, selection of variables, criterion measures, design of the study, collection of data, administration of questionnaires and statistical technique to

be employed for analyzing the data have been described.

Selection of the Subjects

Total 40 male basketball and volleyball inter-university players from University of Rajasthan, Jaipur has been selected as subjects for this study. The age range between 19 to 25 years for the purpose of the study.

Selection of the Variables

Keeping in the mind about specific purpose of the study 40 male (20 basketball and 20 volleyball inter-university players) from University of Rajasthan were selected as Independent variables and emotional intelligence was selected as dependent variable.

Criterion measures

Emotional intelligence was assessed by Emotional intelligence scale prepared by Dr. Arun Kumar Singh and Dr. Shurti Narian in 2014 was used as tools for this study.

Administration of the test

The instruction given on the test form is sufficient to take care of the statements that are given. The Rotter's Emotional intelligence Scale generally takes from 20 to 30 minutes. However, no time limit should be given for the test.

Scoring

The Emotional intelligence scale consist of total 31 statement, in which 04 statements for understanding emotions, 08 statements for understanding motivation, 10 statements for empathy and 09 statements for handling relations. Each statements have one marks. Out of 31 statements 27 are positive responses statements i.e. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, and 31. If respondent give positive responses they will get one marks otherwise 0 marks for negative responses. Remaining 4 are negative statements i.e. items no. 13, 17, 20, and 21. if respondent gave negative responses they will get one marks otherwise 0 marks. According to emotional intelligence scale, if score were less than 20 they have low level of emotional intelligence. If the score have range between 21 to 26 they have average level of emotional intelligence. If the score is above the 27 they have declared high level of Emotional intelligence.

Statistical technique

For analysis of collected data Mean, Standard Deviation and t-test was applied for testing the hypothesis at 0.05 level of significance.

Results

Table 1: Table showing the Mean, SD and 't' value of Emotional intelligence of male basketball and Volleyball inter university players

Group	N	Mean	SD	MD	't' value
Athletes	20	27.8	1.609	1.6	0.0275
Non-Athletes	20	26.2	2.607		

't' value at 0.5 = 2.02

From table no.1, result found that the male basketball players have shown their emotional intelligence (M=27.8, S.D= 1.609) as compare to male Volleyball players

($M=26.2$, $S.D. = 2.607$), the calculated 't' value is 0.275, which is less than the tabulated value, so that there is no

significant difference has been found at 0.05 level.

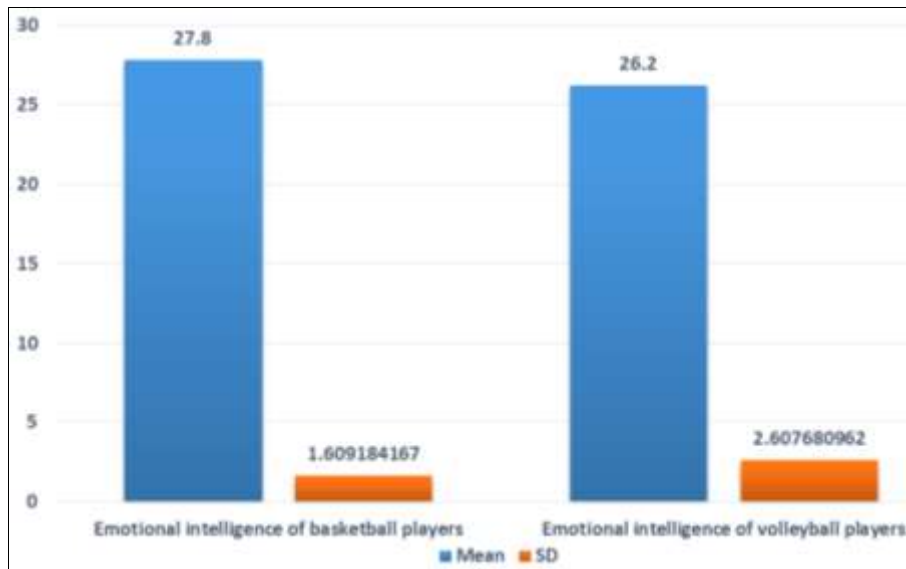


Fig 1: Graphical presentation of Mean and SD of Emotional intelligence of male basketball and Volleyball inter university players

Discussion and findings

Several studies indicate that athletes generally exhibit higher emotional intelligence compared to non-athletes (Narimani & Basharpour, 2009) [24]. Specifically, Narimani and Basharpour (2009) [24] found that team sport athletes have higher emotional intelligence than those involved in individual sports. Furthermore, they established that athletes, in general, possess greater emotional intelligence than ordinary individuals. However, a study by Soflu, Esfahani, and Assadi (2011) [25] revealed no correlation between emotional intelligence and skill level, possibly because the athletes examined were from various sports disciplines. Ahmadzadeh, Taheri, and Heydarinejad (2013) [26] observed that active college students scored significantly higher in emotional intelligence compared to their inactive peers, suggesting that physical activity is linked to higher emotional intelligence. Higher emotional intelligence is believed to facilitate better adaptation to environmental challenges and stimuli (Hooda, Sharma, & Yadava, 2009) [27], which in turn can enhance an athlete's success in team sports. Additionally, emotional intelligence helps athletes and coaches understand the emotional dynamics within their teams.

Conclusion

Within the constraints of this study and the specific participants involved, it can be concluded that there is a no difference in emotional intelligence between basketball and volleyball players. Based on the data from this particular group, It is concluded that there is no significance difference has been found on Emotional intelligence male basketball and volleyball inter-university players of Rajasthan University.

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