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## Relationship analysis of emotional intelligence programme on the sports performance of amateur athletes of Uttar Pradesh

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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 its 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 Ghaziabad District of Uttar Pradesh State. 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, throw 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 post-test ( $x=66.19$ ) 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 programmes.

**Keywords:** Emotional intelligence, performance, athletes, players etc.

### Introduction

Of all the factors affecting sports performance, it seems that the most important is the ability of the athlete to identify and assume the appropriate feeling required to perform at his best when he needs to. Whatever might be the level of skill, strength and experience of an athlete, his performance in the face of stiff competition will be largely influenced by his ability to assume the right emotion and attain an appropriate level of the emotional energy for performing at his optimum. According to Sharma (2006), how you feel is how you will play. 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. Often times, 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.

Sports Psychology research has seen the increase in a concept named emotional intelligence. First utilized in the business world, Emotional Intelligence is finding its way into other areas of life such as sports. What is it, how can it help sports performance and how can we enhance our own emotional intelligence? Emotional intelligence is a relatively new construct that has emerged over the last ten years. Identified as 'the capacity to recognize and utilize emotional states to change intentions and behaviors. Emotional intelligence can be measured through a series of statements about emotional states and the ways that a person deals with them. Emotional Intelligence can be summed up as:

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- Recognition of different emotional states;
- Assessing the effects of emotions on behavior;
- The ability to switch into the best emotional state to manage a specific situation.

### Research

Success in sport is often associated with vigour and anger. Importantly, emotionally intelligent people can get themselves into the appropriate emotional states for the demands of the situation. If the situation requires high arousal, emotionally intelligent people are good at getting themselves psyched up and prepared. Equally, if the situation requires calmness, emotionally intelligent people are good at relaxing themselves. Athletes that perform in the zone effectively regulate their emotions.

Research looking at the nature of emotional intelligence has found that emotionally intelligent people use psychological skills such as imagery; goal setting and positive self-talk more often than their less emotionally intelligent counterparts. It was found that emotionally intelligent people are mentally tough and also that they find exercise enjoyable. Importantly, it seems that emotional intelligence can be enhanced through suitably developed intervention packages.

One very real way of assessing Emotional Intelligence is through the use of paper and pencil inventories or computer tabulated assessment instruments. Many sports psychologists have used many over the past 30 plus years to identify everything from personality traits and motivation to the ways people deal with stress. Some behaviour scientists stopped using many of them years ago because they didn't really help them to help their athletes. If something was a personality trait, there was little influence instituting mental skills could have. But an assessment of Emotional Intelligence would be very instructive.

### Developing emotional self-awareness

The capability to change emotional states and learning how to change emotions in relation to performance requires self-awareness. Athletes need to be able to identify when their emotions are influencing their performance and how their emotions change over time. The need also to be able to assess the emotional states that other people are feeling as well, picking up on their body language, verbal and non-verbal gestures.

There are many possible ways in which to assess emotions, including standard psychometric tests; however, athletes often find repeated completions of standardized scales to be a tiresome task. An alternative approach is to use an open-ended diary type approach such as a video or an audio diary. For years some sports psychologists asked their athletes to do journals and training diaries. The intent was to link emotions to practice and games, especially linking both very successful situations and failures to their emotional state at the time. Often it is useful to have an athlete visualize the memory or the situation and rate not only the performance, but the strength of the emotion. It may be important for the athlete to also examine their team state at the time as well.

Emotions such as anxiety can be positive and negative. It is the combination of emotions, and the thoughts that are linked with these combinations, which determines whether these emotions are motivational or de-motivational.

### Developing Self-awareness of Emotional States during Daily Performance

As a player becomes aware of their emotional state during the

week, they begin to become more self-aware of how these emotions affect most everything they do. As they become aware they start to understand that they can influence their accomplishments by getting into the emotional state or frame required for the task. They also begin to see that emotions carried over from other events may influence their performance. Being upset from the drive to training because of training can carry over onto the ice and a situation that required them to be calm now is ruined because they had carry over anger. Perhaps not having tolerance for a team mate's error causes an issue, that would have not occurred with a better grasp on their own state.

### Identification of strategies to regulate emotion

At this point there are many ways or strategies for the athlete to begin to regulate their emotional states, such as learning how to effectively use relaxation training and imagery rehearsal. Other techniques like understanding coping behaviour are effective too. Even just knowing that certain music will change their mood or emotional state is helpful. Music is a great way to influence emotion either to calm down or to fire up.

### Set Emotionally Focused Goals

Once an athlete becomes aware of emotions he or she has experienced, the effect these have on teammates and, importantly, whether the emotions were helpful or unhelpful, the next step is to try to change these emotions. Goal setting has been found to be an effective intervention strategy in a lot of different skills. Most goal setting however does not include emotional states. By focusing or adding on emotional states the athlete not only develops emotional intelligence, but may find goal attainment to be far better.

### Engage in Positive Self-talk

Another useful step along with the emotions journal is to start writing down the self talk that they are experiencing. What we say to ourselves does matter and too often it is very negative. By paying attention to self talk, the athlete begins to associate what they say to themselves and their emotional state. Recognizing the relationship between self talk, emotion and performance is important not only in terms of emotional intelligence (virtual definition) but is necessary for an athlete to maximize their potential and find success and happiness in sport.

There are of course many other techniques useful in developing emotional intelligence. The first step is becoming aware and then moving forward with the desire to implement change. It is important that skaters focus on their strengths as well as their weaknesses. It is often times far more effective to go with strength when learning to overcome a weakness.

### Methodology

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, Throw ball and the Weightlifting teams have a male and female group as well as an experimental and control groups. Thus, a  $2 \times 2 \times 4$  factorial design was adopted for the study. The groups were formed randomly. All the groups were subjected to pre and post tests.

**Table 1:** Population Distribution for the Experimental and Control Groups

Sports Group	Experimental Groups	Control Groups	Total
Basketball	Male = 6	Male = 6	N = 12
	Female = 6	Female = 6	N = 12
Handball	Male = 7	Male = 7	N = 14
	Female = 7	Female = 7	N = 14
Throw ball	Male = 6	Male = 6	N = 12
	Female = 6	Female = 6	N = 12
Weightlifting	Male = 4	Male = 4	N = 8
	Female = 4	Female = 4	N = 8
Total	46	46	N = 92

**Table 2:** Factorial matrix for the Emotional Intelligence Experiment

Sports Group	Treatment Group (EIT)		Control Group (EIC)		Total
	Male	Female	Male	Female	
Basketball	TBM (n=6)	TBF (n=6)	CBM (n=6)	CBF (n=6)	N = 24
	Male	Female	Male	Female	
Handball	THM (n=7)	THF (n=7)	CHM (n=7)	CHF (n=7)	N = 28
	Male	Female	Male	Female	
Throw ball	TTM (n=6)	TTF (n=6)	CTM (n=6)	CTF (n=6)	N = 24
	Male	Female	Male	Female	
Weightlifting	TWM (n=4)	TWF (n=4)	CWM (n=4)	CWF (n=4)	N = 16
	Male	Female	Male	Female	
Total	23	23	23	23	N = 92

The main instrument used for this study was the modified Emotional Competence Inventory Version 2 (ECI 2) (Boyatzis & Sala, 2004) [3]. 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 teen age basketball players was carried out for test retest of the modified version (ECI2) of the instrument. The participants were students of senior secondary schools who train regularly at the Basketball Court, Ghaziabad. Data obtained from this was analyzed using the Combat Alpha Coefficient method. The internal consistency results obtained averaged 0.79. This compares favourably with the degree of reliability in terms of Cronbach'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.

## Results

**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	8073.28	1	8073.28	11.58	
Main Effects	4181.31	1	4181.31	5.69	.01*
Treatment	4181.31	1	4181.31	5.69	
Explained between	9254.60	2	14627.30	16.64	P. <0.05
Residual	62019.01	89	696.84		
Total	71273.62	91	783.22		

\*Significant at  $P. <0.05$

From the table 3 above, the effect of treatment on the post test scores of the participants is significant  $F(1, 91) = 5.69, P. <0.05$

## Conclusion

Sport emotional intelligence is relatively new not only in Ghaziabad 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 Ghaziabad, Uttar Pradesh the relatively new concept of emotional intelligence was empirically tested on Ghaziabad 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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