



A STUDY OF EMOTIONAL INTELLIGENCE OF TEAM PLAYERS AT DIFFERENT LEVEL OF PARTICIPATION IN HARYANA

Mr. Manjit

Research Scholar, Dept. of Physical Education, M.D.Uni. Rohtak (Haryana)

ABSTRACT :

Emotional intelligence is the ability to manage and monitor your emotions from minute to minute, to motivate yourself towards a goal, to have empathy for others, and to handle conflicts and relationships well. Daniel Goleman (1996) defined emotional intelligence as the capacity to recognize our feelings and those of others, to motivate ourselves, and to manage emotions well within ourselves and in our relationships. Emotions enable people to respond appropriately to varied environmental situations. Goleman (1996) says that intelligence quotient (IQ) accounts for only about 20% of a person's success in professional life. The rest 80%, he says, can be attributed to emotional intelligence - traits like self-awareness, social deftness, the ability to defer gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others.

KEYWORDS : Emotional intelligence , environmental situations , self-awareness.

INTRODUCTION

Singh (2003) studied on 347 professionals from 18 different professions reveals that different professions do require different EQ levels. Yate (1977) found that psychiatrists, social workers, teachers, nurses, public relation officers may require a high amount of EQ. In contrast, a botanist, engineer, computer programmer, auditor, accountant etc. may be effective even if they exhibit a low amount of EQ.

Another study has been carried out by Roberts (2002) at an America based multi-national company to find out the impact of emotional intelligence on 'burnout' and conflict resolution styles. The results show that managers with high EQ were low on the burnout dimension implying thereby that individuals with high EQ can cope better with stress in life. The findings also reveal that there is no significance difference between the emotional intelligence of males and females.



OBJECTIVES OF THE STUDY

To assess the difference in emotional intelligence between the players of inter college and inter university level.

Sample

A total sample of 320 subjects would be selected randomly. The sample would be subjected to the systematic purposive Sampling Technique. All the socio-demographic variables would be considered.

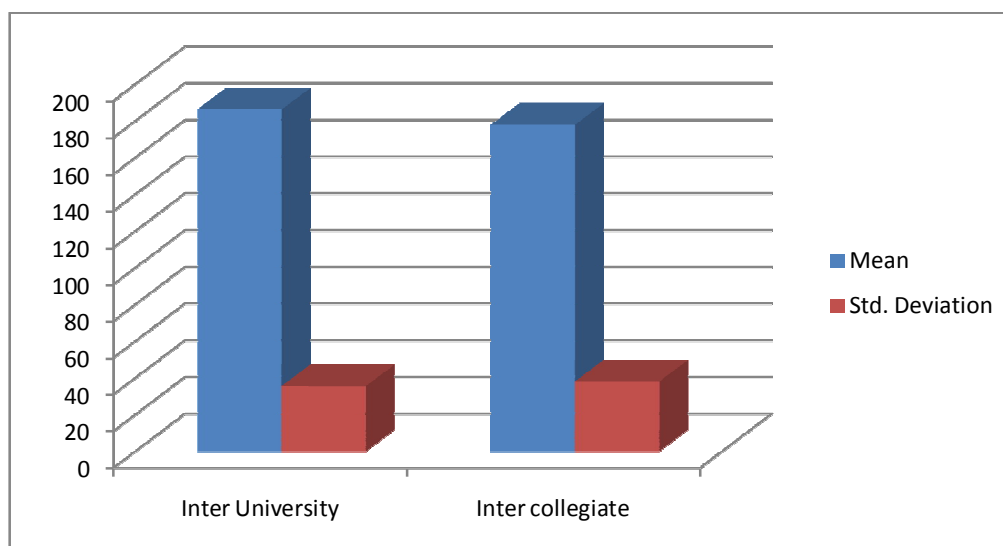
TOOLS TO BE USED

Standardized test selected to measure emotional intelligence of the sample are as follows:

Sports Emotional Intelligence Scale by Dr. Agashe, and Dr. Helode, (2002)**Table No-1**

Variable	GROUPS	N	Mean	Std. Deviation	Std. Error Mean
EMOTIONAL INTELLIGENCE	Intercollegiate	160	177.99	38.11	2.99
	Interuniversity	160	186.39	35.58	2.79

Table no.4.1 indicates the values of descriptive statistics of the Groups (Intercollegiate sports player and Interuniversity sports player) for Emotional Intelligence variable, which shows that the mean and S.D. values of intercollegiate sports player and the Interuniversity sports player were found to be 177.99 ± 38.11 and 186.39 ± 35.58 . Above table also indicates the S.E.D values of intercollegiate sports player and the Interuniversity sports player were found to be 2.99, 2.79 respectively.

**Figure-1**

Graphical representation of Interuniversity players and Intercollegiate players emotional intelligence

Table No-2

Group	N	F-value	t-value	Sig.(2-tailed)
Inter-college	160	0.435	-2.049	0.041
Inter university	160			

Table no.4.2 indicates the Emotional Intelligence t-test values of intercollegiate sports player and the Interuniversity sports player separately. The intercollegiate sports player Emotional Intelligence t-values

were found to be -2.049. As shown in the table ($p < .05$) Interuniversity sports player were significantly greater than intercollegiate sports players.

CONCLUSION-

It was also concluded that significant difference exists on the emotional intelligence i.e., inter personal awareness, intra personal management and inter personal management, intervarsity level had more score than inter-collegiate level players.

REFERENCES-

- Agashe, C.D. & Helode, R.D. (2002). Manual for Sports Emotional Intelligence Test. Psychosane Wardha.
- Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Rathee, N. K. and Singh, J. (2011). Achievement motivation and adjustment patterns among international and national players of different team sports. *Journal of Social Sciences*, 7(3):369-374.
- Rothbart, M. K. (1989). *Biological processes in temperament*. In G. A. Kohnstamm & J. E. Bates (Eds.), *Temperament in childhood* (pp.077-110). Chichester, England: Wiley.