



---

**THE INFLUENCE OF GENDER ON EMOTIONAL INTELLIGENCE AND AGGRESSIVE BEHAVIOUR  
MALE AND FEMALE OF THE BASKET PLAYERS**

**Dr. Savitri S. Patil**

Physical Education Teacher, Government Pre-University College,  
Nagathan, Vijayapur, Karnataka, India.

**ABSTRACT:**

*In the present study the entitled topic “The comparison study of Emotional Intelligence and Aggressive between men and female Basket Player participated in all India inter university tournament, has chosen, To accomplish the purpose of the study, the researcher had collected the requisite data from all India inter university tournament, by administering Scale constructed by Prof Thimaganjam scale and questionnaire on all India interuniversity basket ball women and men players, out of 200 sample ,total 100 players were men and 100 women from different university team. After collecting data, scholar applied statistical technique to assess and test the formulated hypothesis, it was found that male player have noticed more aggressive nature and female shown better Emotional intelligence performance comparing to individual player of Gulbarga university intercollegiate players*



**KEYWORD:** Aggressive Behaviour, Emotional intelligence .

**INTRODUCTION:**

Psychology plays a vital role in the field of industrialization, mechanization and sports. Studying of Psychology gives perfect picture about the person's in that we can conduct the study on the mental aspects of players.

Even the fastest, strongest, smartest and most skilled will under achieve if they concentrate on the wrong things, one unable to qualify, let go of mistakes or bad breaks, lack of self confidence or can't handle the pressure of competition. If you leave the mental side of performance, to channel, then you are facing to vulnerable performance problems like excessive nervousness.

Sport is as old as human society and it has achieved a universal status in modern society. It now enjoys popularity which out strips any other form of social activity it has become an integral part of the educational process. Millions of fans follow different bordering on devotion; many participate in sports activity for the fun of it or for health and fitness. To other it is a profession with a ample financial labelled with a high degree of popularity. Sports have become a mass movement and a social phenomenon of great magnitude.

**AGGRESSION:**

Aggression is an intentional behaviour directed towards a person with an intention to hurt. As Sigmund Frued (1920) speculated human aggression springs from the energy of primitive death urge redirected towards others.

Aggressive behaviour is an overt verbal or physical act that can psychologically or physically injure another person or oneself. Aggressive behaviour against another person is called intropunitive behaviour, whereas, aggression against the self is often labelled intropunitive behaviour. Aggressive behaviour is non-accidental, the aggressor intends an injury and the behaviour selected for this is under his or her control. The aggressor has selected the behaviour form various alternatives available in the situation including non-aggressive responses.

Baron and Richardson (1994) offered the following definition for aggression: "Aggression is any form of behaviour directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment". Several investigators have considered the connection between aggressive behaviour and sports performance, but the limited data provide little insight. Athletes are often encouraged to play tough, hit hard, or intimidate opponents. Aggressiveness has also been identified as a key personality characteristic of successful athletes (Tutko, Lyon, and Ogilvie, 1969), but the empirical evidence is not convincing. Studies of the association between aggression and performance in sport setting have presented inconsistent outcomes. Cullen and Cullen (1975) found that winning teams were more aggressive than losing teams.

**EMOTIONAL INTELLIGENCE:**

Emotional intelligence can be defined as "the ability to perceive accurately, appraise and express emotions, the ability to access and / or generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997).

Emotional Intelligence as conceptualized by Mayer and Salovey (1997) consists of four interrelated abilities:

- a) Perceiving emotions
- b) Using emotions to facilitate thought
- c) Understanding emotions
- d) Managing emotions in a way the enhance personal growth.

**EMOTIONAL INTELLIGENCE AND GOOD TEAM COHESION:**

Emotional intelligence is often touted as vital for a good team leader to possess, but a level of emotional intelligence is also necessary among team members for them to carry out their team roles in a cooperative and collaborative manner. Emotional intelligence is considered synonymous with self awareness and emotional empathy but actually, a whole range of feelings and behaviour come under the umbrella of emotional intelligence. One of the most accurate definitions of emotional intelligence is that it is the cognitive appraisal of emotional information.

Well developed emotional intelligence can help team members immensely in carrying out their team responsibilities better. It can have a minimizing effect on conflicts and can create a more cohesive and cooperative team environment. There are formal testing methods that can actually provide scores on the level of emotional intelligence of each individual. It is certainly worth assessing your teams on their emotional intelligence levels and if found lacking, there are workshops and seminars that can help your teams redirect their thinking patterns and behaviours and change for the better.

**STATEMENT OF THE PROBLEM:**

The nature of sports leads develop different kind of personality and mental abilities among the participants, and continuous and long expose to such activities and sports resulted in changes of personality

---

factors and traits such as Anxiety, aggressive nature and emotional maturity etc, hence these background scholar made an attempt to explore the influence of nature of game on aggressive behaviour among the player, scholar has chosen topic entitled **“The comparison study of Aggressive Behaviour and Emotional Intelligence between men and female Basket Player participated in all India inter university tournament,** this study was carried out in the background of ex-post method.

#### **HYPOTHESIS:**

1. There would be significant difference in Aggressive behaviour and Emotional Intelligence between male and female sportsperson of Basket ball players.
2. There would not be significant difference in Aggressive behaviour and Emotional Intelligence between male and female sportsperson of Basket ball players.

#### **OBJECTIVES:**

1. To study the Aggressive behaviour and Emotional Intelligence of basket ball players.
2. To study the gender effect Aggressive behaviour and Emotional Intelligence of basket ball players.

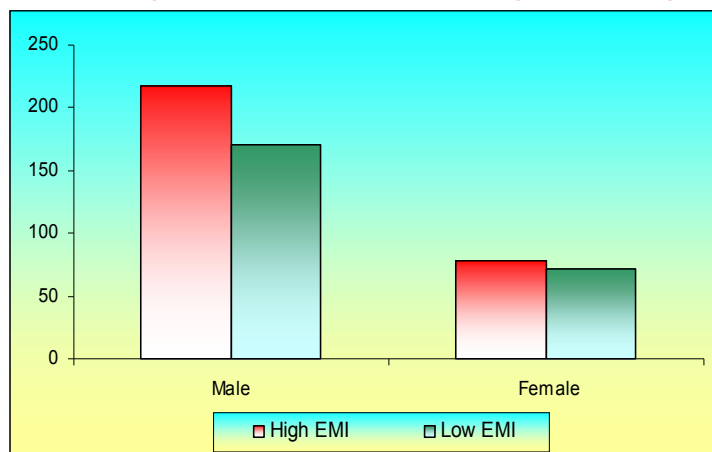
#### **INTERPRETATION AND ANALYZED:**

The hypothesis that there is a significant difference between Boys and Girls sportsperson on the emotional intelligence and Aggressive behaviour dimension of sportsperson is postulated on the strong belief that Gender leads a significant influence on the attitudes of the individuals. And level of sports also effected on developing psychological factors among the participants The cultivation of mature behaviour, realistic approach, and satisfaction in life, adequate facilities and favourable attitudes cultivates the optimistic belief in life and the development of healthy attitudes. Whereas Girls leads to develop frustration, insecurity, neurotic fatigability, high excitability, evasiveness, wordiness, unstableness its negative personality traits among the participants.

**Table – 1-Mean, SD and t-values of emotional intelligence of male and female sportsmen**

Gender		High EMI	Low EMI	t-value
Male	M	216.8	78.5	51.22
	SD	24.1	10.2	
	N	95	105	
Female	M	170.4	71.9	42.82
	SD	19.3	11.2	
	N	105	95	
t-value		14.96**	4.40**	

\*\* Significant at 0.01 level

**Graph -1 –A- showing the trends of Emotional Intelligence in two gender group**

The mean, SD and t-values of emotional intelligence in two gender groups presented in table – 2. It can be noticed that the respondents of male have scored a mean of 216.8 in high emotional intelligence while the female have scored a mean 170.4. The t-value is 14.96 which is significant 0.01 level. In low emotional intelligence, the female has scored lower means 71.9 than male 78.5. The t-value of 4.40 is significant at 0.01 level.

It can be seen through table-2, that both male (N=200) and female (N=200) respondents are classified as belonging to the category of high emotional intelligence and low emotional intelligence. This is done based on the norms of the EMI scale (Dr. Thermguzam and Ram 1999) which clearly explains that one who scores high is classified as belonging to high emotional intelligence while the one who scores is classified as belonging to low emotional intelligence category as a whole.

Thus it is clear that there are significant differences in both the categories. Thus higher male respondents have more organized perceptions, beliefs, and attitudes than those of female counterparts. Therefore emotional intelligence which is an individual emotion of oneself is found to produce more significant differences in the sample of the study. This is true in case of low emotional intelligence category also. Where in the individualistic perception is found to be low in female. Further, there are also significant differences between high and low emotional intelligence in male as well as female as the t-values are significant beyond 0.01 level. This clearly speaks that there are prominent differences in the individualistic concepts among the sample of male and female. Graph-1 vividly explains the same.

The formulated hypothesis that there is significant difference in aggressive behaviour between male and female was formulated on the rational that women are given less opportunity and stereotyped attitude towards women's and less exposure to quality education might make them develop inferiority complex among the female athletes comparing to male athletes. Apart from this sometime game situation also one of the causes for frustration and aggressive behaviour, to probe this guess the standardized scale devised by Dr A Kumar was administered and collected data and analyzed in the following table

**Table – 2-Table showing Mean, SD and 't' value between Sex and Aggressive Behaviour of Male and Female Sportsmen**

Variables	Aggressive behaviour of male	Aggressive behaviour of female
Mean	11.73	11.53
SD	2.72	3.14
t-value	.059*	

\*\* Significant at 0.01 level.

Table – 2-demonstrate the mean, SD and correlation of aggressive behaviour of male and female sportsmen. The male sportsmen have scored the mean score of 11.73 on aggressive behaviour, whereas the female sportsmen are having the mean score of 11.53. Both the male and female sportsmen have same level of aggressive behaviour. The 't' value for sex on aggressive behaviour is .059 signifies that there is no significant correlation between the sex and the aggressive behaviour of the male and female sportsmen. Generally in most of the studies, the male sportsmen tend to have more aggressive behaviour than the female sportsmen. But in the present study it is clear that, both the male and female sportsmen have the same but moderate level of aggressive behaviour. In the sports field aggressive behaviour plays an important role. Aggression is essential for both men and women. Aggression is not exception for any sports person. It is must in the sports field. The high aggressive behaviour attributed to high need achievement, self confidence, positive self perception, high will to win and internal locus of control among the female sportsmen.

Thus, it becomes clear from the above table that there is a moderate correlation between sex and aggressive behaviour of male and female sportsmen. Hence, the hypothesis that there is a positive correlation between sex and aggressive behaviour is accepted.

#### REFERENCE:

1. Bandura, A. (1973). *Aggression: A Social Learning Analysis*. Engle Wood Cliffs, N.J.: Prentice-Hall.
2. Bandura, A. (1983). *Psychological Mechanisms of Aggression*, In R.G. Green and E.I. Donnerstein (Eds), *Aggression: Theoretical and Empirical Reviews: Vol. 1*, New York: Academic Press.
3. Bandura, A., and Walters, R.H. (1963). *Social Learning and Personality Development*, New York: Holt, Rinehart, and Winston.
4. Bar on R, *Emotional Intelligence Quotient Inventory: A Measure of emotional intelligence*, Multi Health Inc. Toronto.
5. Bar On R. (1997) *The emotional quotient inventory (EQi) a test of emotional intelligence*. Toronto multi health systems.
6. Bar on Reuven Parket, James DA (2000) *the hand book of emotional intelligence; Theory, Development, Assessment, and Application at Home, School, and in the workplace*. San Francisco, California, Jossey Bass, ISBN 0787949841 pp. 40-59.
7. Baron R. (1997) *Bar on EQi users manual* Toronto multi health system.
8. Baron, R. (1997) *Emotional Intelligence Quotient Inventory: A measure of emotional intelligence*, Multi Health, Inc, Toronto.
9. Baron, R.A. (1977) *Human aggression*, New York, Plenum Press.
10. Beekie, Raj (2004) *the relationship between emotional intelligence and sales performance from intuition to research school university of St. Thomas. Minneapolis Campus*, M.N. Degree Ed. D. p. 153.
11. Berkowitz, L. (1962). *Aggression A Social Psychological Analysis*, New York; McGraw Hill.
12. Berkowitz, L. (1969). *Roots of Aggression*. New York, Atherton Press.
13. Berkowitz, L. (1983). *Aversively Stimulated Aggression: Some Parallels and Differences in Research with Animals and Humans*, *American Psychologists*, Vol. 38, PP.1135-1144.