

## RELATIONSHIP BETWEEN PERSONALITY DIMENSIONS AND EMOTIONAL INTELLIGENCE OF PLAYERS & NON-PLAYERS.

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### Abstract:

*Present study has been aimed to see the relationship between personality dimensions and emotional intelligence of players & non players Selected from different colleges of Himachal Pradesh State (India) . Personality dimensions of players & non players was assessed by using Eysenck's Personality Test & for emotional intelligence of all the male and female players & non players Emotional Intelligence Test prepared by S.K. Mangal & Shubhra Mangal (1995) was used. The age of the samples ranged from 19 to 25 years & all the samples were selected from random basis. Results indicated that players & non players (male & female) have shown significant relationship among personality dimensions & emotional intelligence.*

### KEYWORDS:

Psychoticism, Extraversion, Neuroticism, Emotional Intelligence.

### INTRODUCTION

Emotional intelligence (EI) is a relatively new and growing area of behavioral investigation, having matured recently with the aid of lavish international media attention. EI refers to the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in the self and in others. The construct has received widespread, international attention, both within secular and academic circles, ever since its inception in the 1980s. Subsequently, researchers have purportedly made important strides toward understanding its nature, components, determinants, developmental track, and modes of modification. Although first mentioned in the psychological literature nearly two decades ago, it is only in the past five years or so that emotional intelligence has received widespread public attention.

Few fields of psychological investigation appear to have touched so many disparate areas of human endeavor, since its inception, as has emotional intelligence. Seemingly acknowledging this fact, the American Dialect Society selected it among the most useful new words or phrases of the late 1990s (American Dialect Society, 1999; see also Mayer, Salovey & Caruso, 2000). Indeed, for a concept that up until 1995 had received short shrift, the impression that the sub discipline devoted to the study of emotional intelligence is a pivotal area of contemporary

psychology appears difficult to dispute. Thus, emotional intelligence has been touted as a panacea for modern business (Druskat & Wolff, 2001) and the essential but often neglected ingredient in the practice of nursing (Bellack, Morjikian, Barger et al., 2001), law (Silver, 1999), medicine (Carrothers, Gregory & Gallagher, 2000), and engineering (Marshall, 2001). In some commentators' eyes, emotional intelligence even provides the medium by which educational reform can and finally will reach its full potential, across primary, secondary, and tertiary levels of schooling (e.g., Arnold, 2000; Bodine & Crawford, 2000; Hargreaves, 2000; Ormsbee, 2000).

The concept of personality must be hypothetically understood (Ryckman, 1982: 4). No clear neurological ground can be found for it, although attempts have been made to describe the basis of personality in terms of neurophysiology (Rowe, 1989) or cortical dopamine activity (Pickering & Gray,

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2001).

The personality structure is fairly stable and predictable throughout different situations and time (Phares, 1991: 4-7). There are personality traits of different depth and significance. The innermost layer is the basis, while the outermost layer is situation-bound and influenced by, for example, tiredness. A tired person might accordingly behave in a way that is not like his/her true self (Cattell, 1950). Dependent on the situation, personality traits may be more or less visible and personality may also develop over time (Phares, 1991: 4-7). The changes which reflect events and feelings during the lifespan only affect the surface and not the core character. Profound changes in personality are usually consequences of major life changes or deliberate effort (Costa & McCrae, 1992: 9).

**METHODOLOGY:**

Following methodological steps have been taken to verify the hypothesis established by the investigator.

**SAMPLES:**

400 samples (200 players, boys and girls ) and (200 non players, boys and girls ) Average Age 21.5 year belonging to different colleges from the Himachal Pradesh state in India were selected for the study. All samples represented at list Interuniversity level tournament in different sports events.

**TOOLS:**

To assess personality dimensions, personality inventory developed by B.J. Eysenck has been preferred. For the convenience of subjects Hindi version of PEN inventory prepared by Menon (1978) was used.

To measure emotional intelligence of male and female players & non players, emotional intelligence test prepared by S.K. Mangal & Shubhra Mangal (1995) was used.

**RESULTS AND DISCUSSION:**

After collecting the data it was decided to analyze data to find out the results. It was hypothesized that there will be significant co relationship between personality dimension and emotional intelligence of players and non players. In order to verify this hypothesis an attempt has been made to calculate Pearson's product moment relation between the score of personality dimension and emotional intelligence of all players and non players (male and female). The obtained results are reported in table no. 1.

**TABLE NO. 1**  
**Showing relationship between personality dimensions i.e. extraversion, neuroticism and L-Score with emotional intelligence (N=400)**

	<b>emotional intelligence</b>
<b>Psychoticism</b>	<b>-0.4670**</b>
<b>Extraversion</b>	<b>0.2267**</b>
<b>Neuroticism</b>	<b>-0.4321**</b>
<b>L-Score</b>	<b>0.2147**</b>

Significant at .01 level

From table no. 1 result found that in the case of the initial sample of 400 between personality dimensions and emotional intelligence scores are statistically significant. The psychoticism personality dimension has shown significant negative relationship with emotional intelligence. Extraversion has shown significant positive relationship beyond .01 level with emotional intelligence. The neuroticism personality dimension has shown negative significant relationship at .01 level with emotional intelligence. L-score also found to be statistically significant beyond .01 level with emotional intelligence. In the light of

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above mentioned table it can be said that personality dimension and emotional intelligence of players and non players have shown perfect relationship with each other.

**CONCLUSIONS:**

After the analysis, it was concluded that there were significant relationship between personality dimension and emotional intelligence.