



Analysis of emotional intelligence between contact sports groups judo and wrestling

Mandeep Kaur

Research Scholar, SGGSW, University fategarh Sahib, Punjab, India

Abstract

This study examined the emotional intelligence as related to contact sports groups, judo and wrestling male players. To obtain data, the investigators had selected Hundred (N=100) male players of 19 to 25 years of age to act as subjects. They were divided into two groups: (i.e., N1 = 50; judo players N2 = 50; wrestlers). The purposive sampling technique was used to select the subjects. All the subjects, after having been informed about the objective and protocol of the study, gave their consent and volunteered to participate in this study. To measure the level of emotional intelligence of the subjects, the emotional intelligence scale constructed by Hyde et.al (2001) was administered. One Way Analysis of Variance (ANOVA) was employed to compare the mean score. For testing the hypotheses, the level of significance was set at 0.01. The results revealed significant difference with regard to the variable of emotional intelligence between judo and wrestling male players. The results revealed that judo players were better on emotional intelligence as compared to wrestlers.

Keywords: emotional intelligence, judo players and wrestlers

Introduction

Sports and games are competitive in nature and are meant for a specific age group. The participation is only enjoyed by the talented and gifted youngsters. As related to contact sports groups judo and wrestling players need a good combination of physical, physiological as well as psychological fitness in order to succeed. Of all the factors affecting sports performance, it seems that the most important one is the ability of the athlete to identify and assume the appropriate feeling required to perform at his best when he needs to do. 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 Kauss (1996) [3] 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 players' 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. The implication is that preparation of athletes for successful performance in major competitions can no longer be predicated only on training them for optimum mental qualities and physical qualities as strength, speed, flexibility and skills but also perhaps more importantly, on training for development of adequate emotional intelligence, which will make possible a successful delivery of all the trainings acquired.

Emotional intelligence is "the ability to monitor one's own

and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Salovey & Mayer, 1990) introduced the "ability model" that includes four major themes of abilities included in emotional intelligence, namely 1) perceiving emotions, 2) using emotions, 3) understanding emotions, and 4) managing emotions. The mastery of these four major dimensions of emotional learning is referred to as emotional intelligence. While Salovey and Mayer may have initiated the conceptual development of emotional intelligence, Daniel Goleman is given credit for popularizing. Goleman (1995) [1] believed that in addition to cognitive intelligence, individuals are also equipped with emotional intelligence. Children and youth may be able to learn and refine these emotional abilities through sport participation.

Mayer, Salovey, & Caruso (2004) [5] described emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. They further emphasized that emotional intelligence involves the ability to reason with and about emotions, and the capacity of emotion to enhance thought. Goleman (1999) asserted that it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly towards their common goals. However, reports of application of emotional intelligence to amateur athletes and sports performances remain scanty. This study therefore investigated the applicability of emotional intelligence to male judokas and wrestlers and further administered a programme of emotional intelligence on the athletes with a view to establishing its effectiveness or otherwise on their sports.

This study therefore investigated the applicability of

emotional intelligence to male judo and wrestling players. It seems intuitive that the level of one's emotional intelligence relate to their performance and behavior on the sports field. Many of these traits reflect emotional intelligence. These same traits have been correlated with work group cohesion, job performance, role conflict, and job satisfaction (Zizzi, Deaner & Hirschhorn, 2003) [12]. It seems intuitive that traits correlated with job behavior and performance also transfers to sports behavior and performance. Hanin (2006) concluded that each athlete must learn their own ideal psychological performance state where they are most successful. To do this, they must develop skills to recognize and manage their emotions. It is intuitive that successful athletes who are able to reach their own individual performance state will exhibit high emotional intelligence. A major component of team sports is communicating with teammates and coaches, and working together towards a common goal.

Methods and Procedures

Research Design

In the present study descriptive method has been used to measure the psychological variable emotional intelligence between the contact sports groups' judo and wrestling. The sample of the study was purposive in nature.

Selection of subjects

To obtain data, the investigators had selected hundred (N=100) male players, fifty for each group (i.e, judo and wrestling), of 19 to 25 years of age to act as subjects. The purposive sampling technique was used to select the subjects. All the subjects, after having been informed about the objective and protocol of the study, gave their consent and volunteered to participate in this study.

Selection of Variables

A feasibility analysis as to which of the variable could be taken up for the investigation, keeping in view the availability of tool, adequacy to the subjects and the legitimate time that could be devoted for test and to keep the entire study unitary and integrated was made in consultation with experts. With the above criteria's in mind, the psychological variable namely "Emotional Intelligence" were taken up for the present study: to measure the level of these psychological variable. Emotional Intelligence Scale by Hyde *et al.* (2001) [2] was used to assess the differences between only inter-college level players of judo and wrestling contact sports groups.

With the above criteria's in mind, the psychological variable namely emotional intelligence taken up for the present study:

- 1) Emotional intelligence.
 - Self-awareness
 - Empathy
 - Self-motivation
 - Emotional stability
 - Managing relations
 - Integrity
 - Self-development
 - Value orientation
 - Commitment
 - Altruistic behaviour

Tools

- 1) To measure the level of emotional intelligence of the subjects, the emotional intelligence scale constructed by Hyde *et al.* (2001 was administered) [2].

Description of the Test

In order to measure the level of emotional intelligence of the subjects, one tool (i.e., questionnaire) have been used in this study. The description of the test have been described below:

Emotional Intelligence

This scale is a standardized tool which has already been used in many research/psychological investigations. After consulting relevant literature, 106 items were developed each item was transferred on a card. A panel of 50 judges with postgraduate degree and more than 10 years of experience in their relevant field was prepared. The items, which were chosen 75% or more times, were spotted out. The 34 items thus chosen were administered on 200 executives. The data was then tabulated and item total correlations were calculated, items having correlation less than the value of 0.25 ($P < 0.01$) were dropped. The final form of the scale constituted 34 items.

Reliability

The Reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

Validity

All items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability and indicated high validity on account of being 0.93.

Factors of Emotional Intelligence

The scale was administered on 200 executives and the scores obtained were subjected to factor analysis and ten factors were identified. These are self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour.

1. Self-awareness: Self-awareness is being aware of one self and is measured by item 6, 12, 18, 29. These items are "I can continue to do what I believe in, even under severe criticism", "I have my priorities clear", "I believe in myself" and "I have built rapport and made maintained personal friendships with work associates".
2. Empathy: Empathy is feeling and understanding the other person and is measured by items 9, 10, 15, 20 and 25. These are "I pay attention to the worries and concerns of others", "I can listen to someone without the urge to say something", "I try to see the other person's point of view", "I am able to be focused even under pressure" and "I am able to handle multiple demands". These factors explain 7.3 percent variance with a total factor load of 3.11. The correlation of the factor with total score is 0.70.

3. Self-motivation: Self-motivation is being motivated internally and is measured by 2, 4, 7, 8, 31 and 34. These items are “People tell me that I am an inspiration for them”, “I am able to make intelligent decisions using a healthy balance of emotions and reason”. “I am able to assess the situation and then behave”. “I can concentrate on the task at hand in spite of disturbances”, “I think that feelings should be managed” and “I believe that happiness is positive attitude”. The factors accounts for 6.3 percent variance and a total factor load of are 3.28. Its correlation with total score is 0.77.
4. Emotional stability: Emotional stability is measured by items 14, 19, 26 and 28. These are “I do not mix unnecessary emotions with issues at hand”, “I am able to stay composed in both good and bad situations”, “I am comfortable and open to novel ideas and new information” and “I am persistent in pursuing goals despite obstacles and setbacks”. The factors explain 6.0 percent variance with a total factor load is 2.51. The correlation of this factor with total score is 0.75.
5. Managing relations: Managing relations is measured by 1, 5, 11 and 17. The statements that measure this factor are “I can encourage others to work even when things are not favorable”, “I do not depend on others encouragement to do my work well”, “I am perceived as friendly and outgoing” and “I can see the brighter side of my situations”. These factors explain 5.3 percent variance with a total factor load of 2.28. The correlation of this factor with total score is 0.67.
6. Integrity: Integrity is measured by items 16, 27 and 32, “I can stand up for my beliefs”, and “I pursue goals beyond what is required for me and I am aware of my weaknesses” are the statements that measure these factors. These factors explain 4.6 percent variance with a total factor load of 1.88.
7. Self-development: Self-development is measured by items 30 and 33 which are “I am able to identify and separate my emotions” and “I feel that I must develop myself even when my job does not demand it” and explain 4.1 percent variance with a total factor load of 1.37.
8. Value orientation: Value orientation is measured by items 21, 22. The statements are “I am able to maintain the standards of honesty and integrity” and “I am able to confront unethical actions of others” and explain 4.1 percent variance with a total factor load of 1.29.
9. Commitment: Commitment is measured by the items 23 and 24. “I am able to meet commitments and keep promises” and “I am organized and careful in my work” measure this factor. This factor accounts for 3.6 percent with a total factor load 1.39.
10. Altruistic behaviour: Altruistic behaviour is measured by the items 3 and 13. The items are “I am able to encourage people to take initiatives” and “I can handle conflicts around me”. It explains 3.0 percent variance with a total factor load of 1.3.

Statistical Analysis

One Way Analysis of Variance (ANOVA) was employed to compare the different for testing the hypotheses, the level of significance was set at 0.01.

Results

The significant differences have been found on the scores of total emotional intelligence between the players of two contact sports groups. The mean score indicates that the higher score was obtained by judo players (M=139.44) whereas wrestling players got lowest mean score (136.40). The hypothesis of the present study that there would be significant differences between contact sports groups’ judo and wrestling on the variables of emotional intelligence has been accepted by the findings of the study. The mean score on the first factor (self awareness) of emotional intelligence judo players got (M=17.50) and wrestling players (17.66) got the same level of scores; so they did not differ on the first factor.

There are significant differences on the scores of the second factors of empathy of emotional intelligence between the players of two contact sports groups. The highest mean score was obtained by judo group (M=19.40); whereas the lowest was in case of the wrestling group (17.50). On the third factor of self-motivation of emotional intelligence between the players of judo and wrestling groups, almost the same mean score obtained by wrestling and judo (M=23.90, M=23.30). F ratio was found to be significant at 0.01 levels on the scores of fourth factor of emotional intelligence i.e. emotional stability, between the players of the two contact sports groups. The mean score of judo group (16.02) and wrestling group (M=15.16). The analysis of variance of the scores on the fifth factor of emotional intelligence i.e. managing relations that the mean score indicates the results that judo and wrestling players got the same level of scores Judo group (M=16.46) and wrestling (M=16.14) statistically significant at 0.01 level.

On the scores of the sixth factor of emotional intelligence; integrity, between the players of two sports groups. The mean scores indicate that the highest mean score was in case of wrestling (M=13.26); whereas judo (M=11.60) group got the lowest mean score. These results show that wrestling players have better integrity as compared to judo players. On the seventh factor of emotional intelligence; self-development, judo and wrestling players got almost same mean scores (judo M=8.34) and wrestling (M=8.42). The results of the eighth factor of emotional intelligence i.e. value orientation, judo players got highest mean score (8.38) and wrestlers got lowest mean score (M=7.88), Judo players have better value oriented; whereas wrestling players have less value oriented. There are no significant differences on the 9th factor of emotional intelligence i.e. commitment. The mean scores obtained by wrestling (M=8.34) and Judo (M=8.44) are almost in the same range; which indicates that the players of both groups have the same level of commitment, not too high nor too low. The significant difference were found on the scores of the tenth factor of emotional intelligence; altruistic behavior. The maximum mean score was obtained by wrestling group (M=8.30), on the other hand judo players got low mean score (7.98). According to the results of the study, wrestling players are having better altruistic behaviour as compared to judo players. Altruistic behaviour is the pro-social behavior, when an individual tries to help others without expecting any reward or consequences.

Conclusion

The results revealed significant difference with regard to the

sub-variables self-awareness of emotional intelligence among male hockey players from different playing positions. However, No significant differences were found on the sub-variables: self-awareness, self-motivation, managing relations, integrity, self-development and commitment. The results revealed significant difference with regard to variable emotional intelligence on the total factors of emotional intelligence.

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