

The Association of Emotional Intelligence on Performance of College Level Men Football Players

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Abstract: The purpose of the study is to compare the relationship of emotional intelligence on performance of college level men football players. To achieve the purpose of the study 45 men football players were selected randomly. The age of subjects ranged from 18-24 years. The reliability of the data was ensured by establishing the measurements through the questionnaire reliability and subject reliability. The questionnaire administered was used in assessing the emotional intelligence factor for years together by Jayaraj B and Dr. H. Samsananda Raj(1998). The tests were conducted with the help of college team manager. Before conducting the tests, the subjects were oriented and the purpose of the tests was explained to them. The procedures of conducting the tests and the method of scoring were specially explained as well as demonstrated by the investigator to enhance the reliability. To find out the relationship between emotional intelligence of different College football players. ANOVA was used to compare the emotional intelligence of different college level men football players. Based on the result of the study reveals that there no significant difference exist among college level men football players of A, B and C team in emotional intelligence.

Key Words: Emotional Intelligence, College Football Players.

I.INTRODUCTION

Sports Psychology is also a legitimate field of scientific enquiry which shares the same basic goals of science. By taking recourse to scientific method through observation, hypothesis etc. sports psychology also aims and the prediction as well as regulation of contingent results. Silvia and Weighbery paints out they aspects of sport and physical activity are always influenced by psychological factors as explained by many sports researchers in terms of academic significance sports psychology is yet to be uplifted to the stature of a sub discipline within the larger field of Psychology. However, the overlapping of sports and

psychology has opened the interdisciplinary field called exercise psychology with the concerted and sustained attempts and dedicated involvement of researchers and practitioners a considerable improvement of quality of the participant has also been materialised.

“Emotional intelligence is “the ability to perceive emotions, to assess and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth”. (Mayer & Salovey 1997).

Emotional Intelligence seems to be an inevitable vortex which current research in sports is irrevocably being pulled to. Emotional intelligence used to be a term accounted with entrepreneurship and business but now it permeates to all other areas of life to which sports is no exception. Evidently the term belongs to the terminology of Psychoanalysis and it designates ‘the capacity to search and use emotional states to separate intentions and behaviours. Emotional Intelligence is measured through a series of statements regarding the behavioural pattern of a person while he pulls through a situation demanding balanced poise and emotional quotient of (Zajcne, 1998). Just like all other mortals athletes also go through both positive and negative emotions before, during and often sport competition. So the role of applied sport psychologist is to assist the athletes in the central or regulation of emotions.

No training in sports is complete without reference to Psychology which can assist sports persons and people related to sports. A sports psychologist is often sought after for various reasons including the selection of the most appropriate sport event from a number of available choices for effective teaching motivation etc. Anyhow all of them need to imbibe and articulate the lesson of Emotional Intelligence which is to understand, experience and clear emotions in wealthy,

and productive ways. “According to Goleman 1995 It enables the person to retain an unaffected poise and also to switch over to the best emotional state in order to manage a specific situation Much evidence testifies that people who are emotionally adept who know and manage their own feelings well and who read and deal effectively with other people’s feelings -at an advantage in any domain of life, whether romance and intimate relationships or picking up the unspoken rules that govern success in organization politics”.

Emotional equinity is an inevitability in physical education and in the sphere of sports. Instances of frustration and disappointment may exert a detrimental if not debilitorcing impact in people particularly among the sportsmen athletes. “According to Goleman “People who cannot marshal same central over their emotional life, fight inner battles that sabotage their ability for focussed work and clear thought emotional intelligence is the ability to perceive accurately, appraise and express emotions; the ability to understand emotion and emotional knowledge and intellectual growth.” However the unfounded and ridicules misconception of men of physical activity being intellectually inferior is also worth mentioning. But there can be no denying to the fact that vigorous physical activity is a powerful endeavour for the physical as well as emotional well-being of the person in questions. Since sports demands a lot of emotional investment. It can influence the motor actively and intellectual drives of people. According to Botteril and brown maintain that as testified by Daniel Godeman’s book the area of E.I, E.M and E.H had continually been neglected to a devastating extent. In fact emotional intelligence and master activity are to be retained as the rudiments of harmonious development leading to the wholeness of men.

2.METHODOLOGY

The purpose of the study is to compare the relationship of emotional intelligence on performance of college level men football players. To achieve the purpose of the study 45 men football players were selected randomly. The age of subjects ranged from 18-24 years. The reliability of the data was ensured by establishing the measurements through the questionnaire reliability and subject reliability.

investigator took the permission from the concerned team managers, so that she should interact with the players during the practicing hours. Questionnaires were distributed to each member of the team and investigator explained the questions/statements clearly to them. The subjects were remained not to cause any delay in answering the questions but to give immediate response and to pass on the next question. Before collecting the questionnaire back, attempts were made to check whether the name, age and college has been filled in and all questions were answered.

The test was conducted with the help of college team manager. Before conducting the test, the subjects were oriented and the purpose of the tests was explained to them. The procedures of conducting the test and the method of scoring was specially explained as well as demonstrated by the investigator to enhance the reliability. The standardized questionnaire was used for this study.

Description of emotional intelligence questionnaire

Emotional intelligence was measured through the questionnaire. The Emotional intelligence questionnaire was designed to measure the degree of attainment of success in ones lives and careers. It was developed by Jayaraj B and Dr. H. Samsananda Raj (1998). The questionnaire to given to all subjects. Twenty six items were adopted from Jayaraj B and Dr. H. Sam Sananda Raj emotional intelligence questionnaire for this investigation.

Scoring

The inventory was scoring with the help of a scoring key and which is given individual score. The total score constitutes emotional intelligence score. The complete questionnaire is scores as follows;

Emotional intelligence scale is a self-responding, 5 point scale. Items of the are in question form demanding information for each in any of the five options given below.

Strongly agree, agree, undecided, disagree and strongly disagree. The items are so stated that if the answer is positive say “strongly disagree” a score of 5 is given 4 for “agree”, for “undecided” 3, for “disagree” 2 and for “strongly disagree” 1. Therefore, the higher the score on the scale greater the degree of Emotional Intelligence and vice-versa.

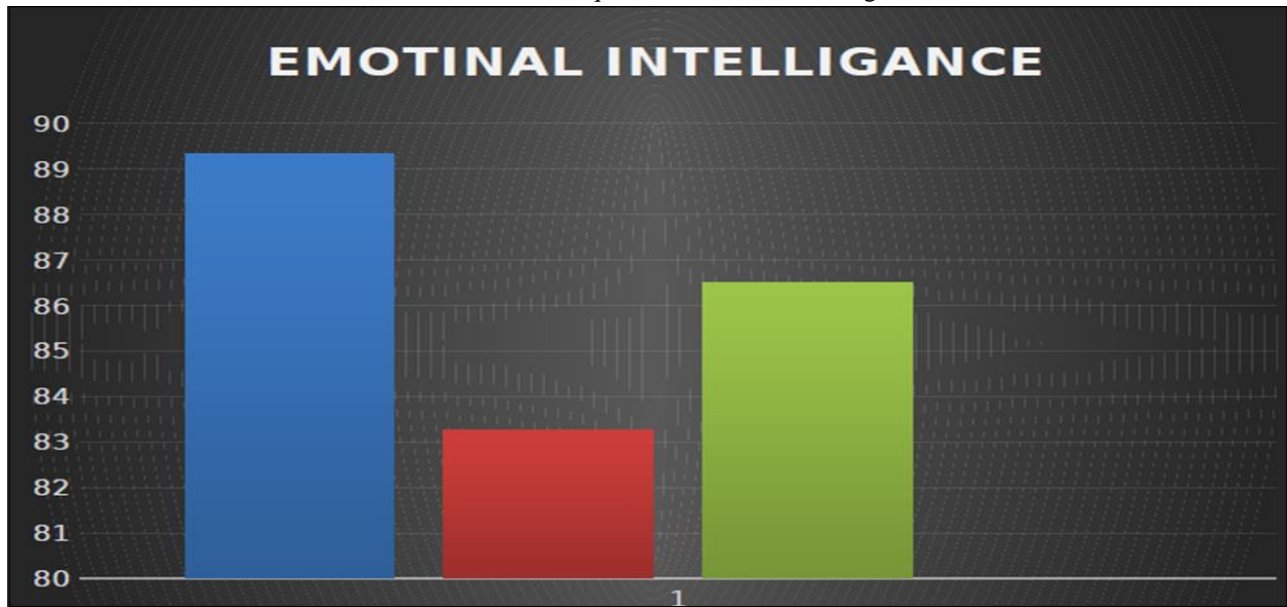
3.RESULTS

Analysis of variance of mean differences of College football players in emotional intelligence.

Emotional Intelligence				
	Sum of squares	Df	Mean squares	F
Between groups	222.39	2	111.195	1.311
Within groups	2797.917	33	84.785	
Total	3020.307	35		

*table value required for significance is 3.26

The above table shows that there was no significant difference in emotional intelligence of college football players on the obtained F-ratio value of 1.311 is lower than the required value of 3.26 for significance at 0.05 level.



Bar Diagram shows the mean value of college football players on emotional intelligence

4.DISCUSSION

The findings of the study reveals that there no significant difference exist among college level men football players in emotional intelligence.

5.CONCLUSIONS

Based on the result of the study, there is no significant difference in emotional intelligence among different college level men football players.

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