



AN ANALYSIS COMPARING THE PSYCHOLOGICAL ABILITIES OF COLLEGIATE ATHLETES AND NON-ATHLETES

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Abstract

Finding out the emotional intelligence of college athletes and non-athletes was the goal of this study. 80 male subjects, aged between 18 to 25 years, were chosen from MVP Samaj's Arts, Science and Commerce College, Ozarmig, Tal. Niphad, Dist. Nashik (Maharashtra), India, with 40 of them being athletes and the remaining 40 non-athletes. For this investigation, a straightforward random selection procedure was used to choose the subjects. For the purpose of measuring independent variables, Independent t-test and descriptive analysis were used at the 0.05 level of significance. The findings showed a significant difference in emotional intelligence between collegiate athletes and non-athletes. Results showed that engagement in physical activity significantly affects college athletes emotional intelligence.

Keywords: *Emotional intelligence, athletes and non-athletes.*

1. Introduction

During their time at college, students encounter numerous obstacles and strains that might lead to physical, social, and psychological risks. Mood disorders, anxiety, depression, and eating disorders are the most prevalent health issues that college students face (Cooley E. et al., 2007). The scientific study of athletes and their behaviours in relation to sports, as well as the useful application of such information, is known as sports psychology. Sports psychology focuses on improving performance through emotional control and reducing the psychological repercussions of injuries and subpar performance.

Sentimental intelligence refers to mental capacity. Emotional intelligence is a driving force behind human behaviour. Emotional intelligence is the capacity to be aware of and control

one's own feelings as well as those of others, and to use this understanding of "emotion" or "feeling" to inform decisions and behaviours (Goleman D., 1995). According to Bar On R. (2002) and Saarni C. (1999), emotional intelligence is regarded a significant predictor of success in a variety of spheres of life.

The term emotional intelligence (EI) in psychology is a relatively new concept. The idea has also flourished as a result of exposure to and cultural exchanges that highlight the previously underestimated roles that emotions play, as well as increased perspiration at standardised dimensions of individual personality differences (Mayer, Salovey & Caruso, 2002). [5]. Emotions permeate every moral being's endeavour. They are excellent researchers and analysts. They have a significant impact on character, the literacy process, social life, mental and physical health, and adaptability. Our emotions turn into violence and agitation when they do. These are emotions that have a lasting impact on a person's daily life; it's commonly thought that an individual's IQ, which is demonstrated by their academic accomplishments, determines their success in the workplace.

According to etymology, the term "emotion" comes from the Latin verb "emovere," which meaning "to stir up." Emotions are therefore akin to an agitated or stimulated condition of our body and mind. According to Woodworth (1945), emotion is an organism's "moved" or "stirred-up" state. To an outside observer, it looks to be a disturbed muscular and glandular exertion. The ability for an individual to think clearly, act with purpose, and navigate their environment well is known as intelligence. in 1944, by David Wechsler.

Peter Salovey and John D. Mayer coined the term "Emotional Intelligence" in a 1990 piece. According to their definition, emotional intelligence is the capacity to identify and categorise one's own and other people's emotions and passions, and to use this knowledge to inform one's decisions and behaviour. It's the ability to recognise emotions, integrate emotions, comprehend emotions, lubricate research, and control emotions to support specific development. According to Bar-On (1997), emotional intelligence is the ability to comprehend oneself and others, connect with academics, and adapt to and control one's immediate environment in order to be more successful in meeting environmental demands. Emotional intelligence is the ability to reason with emotion in four domains: to notice emotion, to integrate it in studies, to comprehend it, and to regulate it, according to John D. Mayer and Peter Salovey (1995).

In the course of daily life, emotions have a significant influence on human behaviour and how they react in various contexts. The ability to identify our own passions and those of others, to

inspire ourselves, and to effectively manage passion in both our relationships and ourselves, takes on enormous importance in our lives. For mental intelligence and self-awareness, the capacity to cover emotions in real time is essential (Sowmya & Betsur, 2010).

With general intelligence, one can acquire the necessary skills to succeed in life. Good emotions improve life quality and aid in the management of emotional disturbances and issues. One can achieve greater success in life through emotional intelligence than with high levels of academic intelligence alone (Goleman, 1998).

A person who is emotionally stable is better able to handle issues than one who is emotionally unstable. Feelings can manifest themselves in a variety of ways or with varying desires. Since emotional traits like empathy and self-assurance are based on distinct brain regions, they are distinct from other cognitive skills. Applying various emotions leads to the development of distinct personality types.

Emotional intelligence is the capacity to recognise and value one's own and other people's feelings (Khan, Haider, & Ahmed, 2011). To differentiate and categorise various passions, and to use emotional cues to inform behaviour (Ilyasi, Sedagati, & Salehian, 2011). Empathic athletes possess the ability to be both led and tone-moved (Dogan & Cetin, 2008). Athletes form their own opinions and accept full responsibility for their own performance. They have the emotional fortitude and self-awareness to decide how to react when faced with the pressure to do well (Kaukiainen, Bjorkqvist, Lagerspetz, Osterman, Salmivalli, Rothberg, & Ahlbom, 1999). These days, emotional intelligence is a crucial moral psychology variable that influences an individual's performance in any given field (Bar-On, 2003). Since sports are violent and aggressive by nature, it is essential to examine how this variable affects an athlete's performance in these domains as well (Crombie, Lombard, & Noakes, 2009). A significant collection of mental abilities linked to achievement in life (Litherland, Lyman, & Eyer, 1997). Understanding the two components that make up emotional intelligence—emotion and intelligence—as well as how they combine is essential. Athletes nowadays must recognise how their emotions affect how they interpret and evaluate circumstances when competing in sports (Ahmed, Khan, & Ahmed, 2011). This aids in the athlete's dissection of ingrained behavioural patterns and the effects such habits may have on their interactions with teammates. Athletes also need to learn more inventive methods of evaluating and thinking through experiences in order to guide better behavioural results. Thus, the primary goal of this study was to compare the emotional intelligence levels of male collegiate athletes and non-athletes.

2. Review of Literature

The following is a presentation of the literature that is relevant to this study: Dr. Sakpal Hoovanna (2017) conducted research at Karnataka State Women's University in Bijapur on the emotional intelligence of non-sports women and athletes. He said that there were notable differences between the two groups in the current investigation. It was determined that engaging in physical activity significantly affects sports women's emotional intelligence. Elite student athletes and non-athletes participated in a study on emotional intelligence by Faezeh Zamanian et al. (2011). A total of 160 samples participated in this study. According to reports, there was a noticeable difference in the emotional intelligence of elite athletes and non-athletes.

Inanlo N. et al. (2010) conducted a study on female pupils in high school. Reportedly, gifted athletes exhibit high emotional intelligence. According to a study by Saklofske et al. (2007), there was a noteworthy distinction in emotional intelligence between athletes and non-athletes. The goal of Dr. Ramneek Jain et al.'s 2020 study was to compare the emotional intelligence of female athletes at Apex University in Jaipur, Rajasthan, to that of non-athletes. According to reports, women who participate in athletics have higher levels of emotional intelligence than people who do not.

The study conducted by Mohammad and Soleiman Nejad (2012) revealed a relationship between emotional intelligence and mental health education managers, with a particular focus on women's samples. Dhananjay B. Vitalkar (2016) evaluated the emotional intelligence between rural and urban basketball players. The results of another study by Abdolvahabi et al., (2012) showed a significant relationship between emotional mindfulness, empathy, and tone-efficacy in proposition courses for Physical Education preceptors. A total of sixty topics (30 rural and 30 urban) were chosen at random from Sant Gadge Baba Amravati University's intercollegiate competition in Amravati. The findings showed that the basketball players from rural and urban areas differed significantly. He came to the conclusion that there is more emotion in rural areas than in metropolitan ones, which makes them significant.

Dr. Neelam Sharma et al. (2019) conducted a second study on the emotional intelligence of elite and non-elite athletes. A total of twenty female athletes were chosen for the purpose from SAI Kolkata and GNDU Amritsar, representing the elite and non-elite 10 categories. The findings showed that athletes at the highest levels possess greater emotional intelligence than athletes at lower levels. They came to the conclusion that there was a substantial difference in

the variable emotional intelligence between athletes who were elite and those who weren't. Dr. Manish M. Deore (2021) also discovered a similar outcome regarding the sports emotional intelligence of female wrestlers from rural and urban areas.

Playing volleyball at the state and national levels, Gul Mohammad et al. (2015) looked at players' emotional intelligence. The findings showed a substantial emotional intelligence gap between volleyball players competing at the national level and athletes. According to Litherland M. et al. (1997), athletes with high emotional intelligence possess traits like the capacity for self-excitement, the ability to persevere and endure in the face of failure, the ability to maintain their spirits, the ability to overcome depression, sympathy, kindness, and group work.

According to Goleman D. (1998), persons with high emotional intelligence are also better at understanding, regulating, and stimulating their own emotions as well as those of others. They are also better at managing their interactions with others.

According to Hemmatinezhad et al. (2012), happy and lucky sports teams have higher emotional intelligence and increased intergroup cooperation. According to Nouroozi S. H. et al. (2010), female student athletes possessed a greater emotional intelligence level than their non-athletic counterparts. According to Narimani M. & Basharpour S. (2009), individual athletes have less durable attachment than athletes on a sport team.

He also established that players' emotional intelligence is higher in sports teams than it is in individuals, and that athletes' emotional intelligence is higher in sports teams than it is in non-athletes. These researchers have all convincingly demonstrated that emotional intelligence is a crucial brain quality that athletes should possess (Cantor N. & Kihlstrom J., 1987; Pasand F. et al., 2013; Paul S., 2015a; Paul S., 2015b). The goal of the current study was to assess the emotional intelligence of volleyball players competing at the state and national levels.

3. Materials and Methods

3.1 Subject

80 male subjects in the study's sample were chosen from MVP Samaj's Arts, Science and Commerce College, Ozarmig, Tal.Niphad, Dist. Nashik (Maharashtra). Of these, thirty were athletes and the remaining thirty were non-athletes. The individuals ranged in age from 18 to 25. For the current investigation, the subjects were chosen using a straightforward random selection procedure. Every participant was made aware of the goal and methodology of the current investigation.

2 Procedure

Every participant received a customised version of the Agashe and Helme (2008) sports emotional intelligence test based on their availability and comfort level. We followed the author's instructions for scoring. The authors established criteria for classifying people into three groups based on their level of sports emotional intelligence: high, moderate, and low.

A separate "t" test was employed to compare the sports emotional intelligence of a subset of subjects from two groups.

3.3 Measuring Tools

A five-dimensional sports emotional intelligence questionnaire developed by Agashe & Helode (2008) was used to assess the sports emotional intelligence of the chosen subjects. This inventory's test-retest reliability coefficient was 0.25, which indicates a very high degree of score repeatability and was statistically significant. There are 20 items total in this Hindi inventory, with 3 items designated for enhancing self-awareness, self-regulation, self-motivation, empathy, and social skills, in that order.

3.4 Data Analysis

The Statistical Package for Social Science (SPSS) software's statistic programme, version 25.0, was used to analyse the data gathered for this study. To compare athletes with non-athletes, descriptive statistics (mean and standard deviation) and the independent "t" test were used. There was a predetermined significance threshold of 0.05 levels ($p < 0.05$).

4. Results

Table No. 1 has the results of the current investigation. The graphical illustration is shown further in Figure No. 1.

Table 1: Emotional intelligence analytical statistics comparing athletes and non-athletes

Variables	Group	N	Mean	SD	DF	't'-value
Emotional Intelligence	Athletes	40	289	41.27	39	1.84*
	Non-Athletes	40	254	34.28		

*Significant on 0.05 level of confidence

Table No. 1 presents the results of those who are athletes and those who are not in relation to the emotional intelligence variable. According to the descriptive data, the emotional intelligence mean and standard deviation for athletes and non-athletes are, respectively, 289 ± 34.28 and 254 ± 34.28 . 1.84 is the "t" value, which is higher than the tabulated value. It

indicates that there was a notable difference in emotional intelligence between athletes and non-athletes.

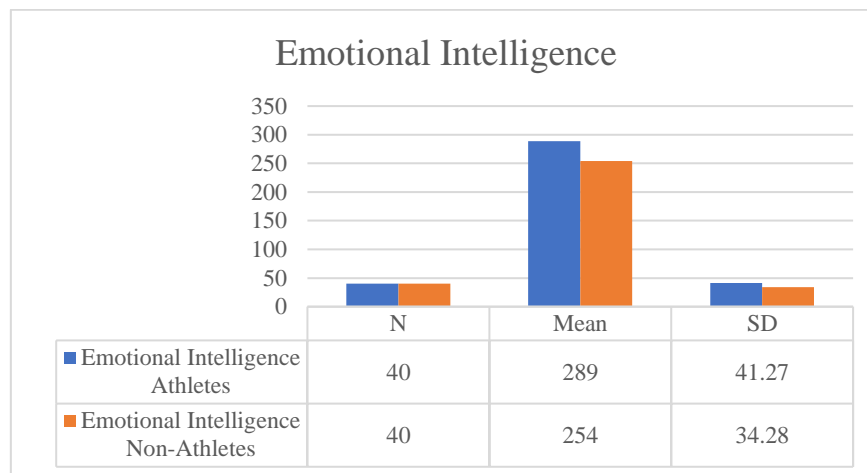


Figure 1: Emotional intelligence graphic representation of athletes and non-athletes

5. Discussions

The ability of athletes to effectively use their self-awareness, self-regulation, self-motivation, empathy, and social skills to manage their own emotions as well as those of others is known as emotional intelligence. This ability is what allows athletes to succeed by giving their all in the realm of sports and games. The current study discovered that college male athletes' emotional intelligence was much lower than that of non-athletes.

6. Conclusion

The present study's limitations and the people it examined lead to the conclusion that there is a notable disparity in emotional intelligence between male collegiate athletes and non-athletes. Compared to non-athletes, men collegiate players exhibit a greater degree of emotional intelligence. Realising that one of the key factors in determining a person's success in life is their capacity to control their emotions is crucial. Emotional intelligence plays a significant role in education, particularly when it comes to assuring students' self-development and capacity to compete in life. In summary, the research study's findings will help educators, athletes, parents, counsellors, and others by providing them with more knowledge about this crucial component of success and its significant predictors.

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