

# A Comparative Study of Emotional Intelligence and Enthusiasm among State level and National Level Kabaddi Players

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## Abstract –

*History – The game of Kabaddi is popular and played across the length and breadth of India. This popularity can be ascribed to the simplicity of the game and with the introduction of the game in the Asian and other international competitions, the popularity of this game has grown. Further, this game does not require any sophisticated equipment. In India Kabaddi is played in school, college, state, national and international level. Since, Kabaddi is an Indian game, India has been at the forefront of promoting the game at the international stage. India played a pivotal role in laying down standard rules and procedures for Kabaddi in the 1950s. The Indian Amateur Kabaddi Federation president Janardhan Singh Gehlot was instrumental in establishing the International Kabaddi Federation (IKF) in 2004 and he was elected the first president of IKF.*

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## INTRODUCTION

The game of kabaddi is played by two teams each consisting 12 players, out of which five players are kept as reserve. The duration of match is 20 minutes in each half with breaks of five minutes for rest and change of court. This game doesn't need any equipment and played in a rectangular court, either out doors or indoors with seven players on the ground in each side. The basic idea of the game is to score points by riding into the opponents court and touching as many defense players as possible without getting hold on a single breath. During the play, the players on the defensive side are called 'antis' while the player of the offence is called the 'raider'

For success in Kabaddi, one requires muscular strength, agility, flexibility, cardiovascular endurance, presence of mind, neuro-muscular coordination skill and courage. The performance in competition is determined by various physiological, morphological and psychological factors. In this context, the researcher being a Kabaddi player sought to determine the effect of yoga practices on performance related physical fitness among Kabaddi players. Earlier research studies showed improvement in physiological functions and physical fitness after practice of yoga. However, there are very few research studies conducted in sports

person evaluating efficacy of yoga practices. Therefore, the researcher intends to see the effect of yoga practices on performance related physical fitness and some of the physiological functions in Kabaddi players.

## Present status of sport psychology:

It would be misleading to conflate the status of AASP and the status of the profession of sport psychology. However, considering that AASP has the largest membership of any professional organization devoted entirely to sport psychology, it is worthwhile to mention the contentious nature of the organization's future.

## Applied sport psychology:

Applied sport and exercise psychology consists of instructing athletes, coaches, teams, exercisers, parents, fitness professionals, groups, and other performers on the psychological aspects of their sport or activity. The goal of applied practice is to optimize performance and enjoyment through the use of psychological skills.

## Educational sport psychologists:

Educational sport psychologists emphasize the use of psychological skills training (e.g., goal setting,

imagery, energy management, self-talk) when working with clients by educating and instructing them on how to use these skills effectively during performance situations. Typically, educational sport psychologists have a kinesiology or sport science training (and thus are not licensed psychologists) and become certified through the Association for Applied Sport Psychology (AASP) in North America or through similar organizations in their respective countries. Currently, there are over 100 colleges and universities worldwide that offer a doctoral or master's degree program in exercise and sport psychology.

### **Clinical and counseling sport psychologists:**

Clinical and counseling psychologists view sport psychology as an application of psychological theories to a unique population and are able to treat severe psychological problems, such as depression, substance abuse, and eating disorders. Clinical and counseling sport psychologists are licensed by law, and thus are legally allowed to use the term "psychologist" in their title. While clinical and counseling psychologists are trained in psychology programs, many who work within sport and exercise settings seek additional education, including AASP certification.

### **Intelligence:**

Intelligence (also called intellect) is an umbrella term used to describe a property of the mind that encompasses many related abilities, such as the capacities to reason to plan to solve problem to think abstractly, to comprehend ideas, to use language and to learn. There are several ways to define intelligence. In some cases, intelligence may include traits such as creativity, personality, character, knowledge or wisdom. However, most psychologists prefer not to include these traits in the definition of intelligence.

### **Emotion:**

An emotion is a mental and physiological state associated with a wide variety of fillings, through and behavior. Emotions are subjective experiences, or experienced from an individual point of view. Emotion is often associated with mood temperament, personality and disposition. The English word 'emotion' is derived from the French word *émouvoir*. This is based on the Latin mover, where e- (variant of ex-) means 'out' and movers means 'move'. The related term "motivation" is also derived from mover.

### **Emotional Intelligence and Performance:**

In recent years, sports psychology research has seen the rise of a concept named emotional intelligence. But what is it, how can it help sports performance and how can we enhance our own emotional intelligence? Andy Lane explains.

## **REVIEW LITERATURE:**

Abdulmir Saiiri, Motahareh Moslehi, Rohollah Valizadeh (2011) Relationship between emotional intelligence and burnout syndrome in sport teachers of secondary schools. This research was carried out to investigate the relationship between emotional intelligence and burnout syndrome on sport teachers of secondary schools. The sample in this study consisted of 183 subjects of male sport teachers that selected by a systematic stratified sampling method from among of teachers in Iran- Khuzestan province. These subjects had more than 5 years job history and they did not have special mental illness or disorder history. In this research, two questionnaires were used to collect data, such as emotional intelligence questionnaire Syber yashring and burnout syndrome questionnaire Maslach. This research is correlation type so to analyze the data, were used Pearson correlation co-efficient and Analysis of Regression. Research findings showed there is a significant relationship between emotional intelligence and burnout Syndrome ( $r = -0.627$ ). Also there are relationship between burnout syndrome and emotional intelligence components. The level of significant in this study was  $P < 0.01$ .

Arthur H. Perlini, Trevor R. Halverson (April 2006) Emotional Intelligence in the National Hockey League. The purpose of the present study was threefold: a) to evaluate the standing on emotional intelligence of National Hockey League players, relative to the general population, b) to evaluate the relationship of draft rank and emotional intelligence (EI) measures to hockey performance, and c) to evaluate the relative predictive value of these measures to performance indices: total NHL points and NHL games played. During the 2003–04 hockey seasons, 79 players across 24 NHL teams completed the Bar-On EQ-i. The findings indicated that years-since-draft was the strongest predictor of performance and draft rank was the weakest predictor of performance. With respect to EI, both intrapersonal competency and general mood added significant variance to predictions of number of NHL points and games played.

Christothea Herodotou, Maria Kambouri, Niall Winters (September 2011) The role of trait emotional intelligence in gamers' preferences for play and frequency of gaming. This paper examines the role of trait emotional intelligence (trait EI) in gamers' preferences for play and frequency of gaming in a sample of 1051 young adult US/European gamers, who play frequently the online massively multiplayer game, World of War craft (Wow). Trait EI was shown to predict social and achievement preferences for play as well as frequency of gaming. In particular, trait EI was positively correlated to a preference for social practices per se and negatively correlated to a preference for achievement-oriented, instrumental

practices. These findings advocate that gamers' preferences for play are in accordance with their emotion-related personality characteristics. Trait EI was also negatively associated with frequency of gaming suggesting that lower scorers on trait EI are more likely associated with more frequent game use.

## METHODOLOGY:

### Aim of the study:

1. To Examine the Emotional intelligence of State level Kabaddi Players and National Level Kabaddi Players.
2. To Examine the Enthusiasm of State level Kabaddi Players and National Level Kabaddi players.

### Objective of the Study:

1. To find out the Emotional intelligence of State level Kabaddi Players and National Level Kabaddi players.
2. To find out the Enthusiasm of State Level Kabaddi Players and National Level Kabaddi Players.

### Hypothesis:

1. National Level Kabaddi Players will be significantly high Self-awareness than the State Level Kabaddi Players.
2. There will be signification difference in between National Level Kabaddi Players and State Level Kabaddi Emotional intelligence Dimension of Empathy.
3. National Level Kabaddi Players will be significantly High Self-Motivation than the State Level Kabaddi Players.
4. There will be significant different in between National Level Kabaddi Players and State Level Kabaddi Players Emotional intelligence Dimension of Emotional Stability.
5. There will be No significant difference in between in National Level Kabaddi Players and State Level Kabaddi Players Emotional intelligence Dimension of Managing Relations.
6. There will be No significant difference in between National Level Kabaddi Players and State Level Kabaddi Players Emotional intelligence Dimension of Integrity.

7. National Level Kabaddi Players will be significantly high Self Development than the State Level Kabaddi Players.
8. There will be significant difference in between National Level Kabaddi Players and State Level Kabaddi Players Emotional intelligence Dimension of Value Orientation.
9. There will be significant difference in between National Level Kabaddi Players and State Level Kabaddi Players Emotional intelligence Dimension of Commitment.
10. There will be No. significant difference in between National Level Kabaddi Players and State Level Kabaddi Players Emotional intelligence Dimension of Altruistic Behavior.
11. There will be significant different in between National Level Kabaddi Players and State Level Kabaddi Players Dimension of Enthusiasm.

**Sample:** Present study 100 Sample were selected from Maharashtra. Out of whom 50 subjects were National Level Kabaddi Players and 50 subjects were State Level Kabaddi Players. The age range of subject was 18-25 years Ratio will be 1:1

### Tools:

1. Emotional Intelligence Scale (2002):
2. Multi Assessment Personality Series (MAPS):

This scale was constructed and standardize by Psy. com measuring for enthusiasm. It consist 147 complete sentences and each item is provided three alternatives the subjects had to select one of the three alternatives and this test used Split-Half and Test-Retest Reliability Coefficients & Factorial Validity



**Table No. 1.1**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Self Awareness'**

Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	17.03	2.11	0.14	100	398	10.45**
State	14.69	2.36	0.16	100		

**Table No. 1.2**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Empathy'**

Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	21.02	2.25	0.22	100	398	1.28
State	20.74	2.10	0.25	100		

**Table No. 1.3**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Emotional Stability'**

Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	18.02	4.10	0.26	100	398	7.29**
State	15.22	3.56	0.25	100		

**Table No. 1.4**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Managing Relations'**

Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	17.69	2.77	0.19	100	398	9.87**
State	14.74	3.19	0.22	100		

**Table No. 1.5**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Integrity'**

Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	9.14	4.97	0.35	100	398	7.32**
State	12.68	4.69	0.33	100		

**Table No. 1.6**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Self-Motivation'**

Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	24.65	3.65	0.25	100	398	8.90**
State	21.30	3.87	0.27	100		

**Table No. 1.7**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Self Development'**

Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	7.84	3.47	0.24	100	398	6.38**
State	5.69	3.26	0.23	100		

**Table No. 1.8**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Value Orientation'**

Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	8.10	3.88	0.27	100	398	4.42**
State	6.41	3.75	0.26	100		

**Table No. 1.9**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Commitment'**

Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	7.66	4.12	0.29	100	398	5.52**
State	5.50	3.68	0.26	100		

**Table No. 1.10**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Altruistic Behaviour'**

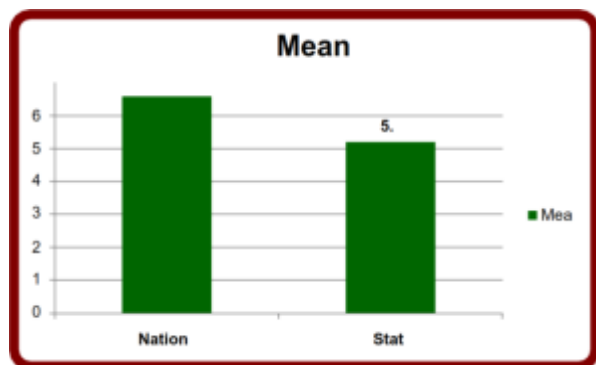
Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	7.03	3.25	0.22	100	398	0.37
State	6.91	3.09	0.21	100		



**Table No. 2.0**

**National and State level Kabaddi players Mean, S.D, SE and t value of factors 'Enthusiasm'**

Kabaddi Player	Mean	SD	SE	N	DF	't' Value
National	6.59	3.36	0.23	100	398	4.24**
State	5.20	3.18	0.22	100		



The results related to the hypothesis have been recorded. Mean of enthusiasm score of the national level Kabaddi players is 6.59 and that of the state level Kabaddi players 5.20. The difference between the two mean is highly significant  $t = 4.24$ ,  $df = 398$ ,  $P < 0.01$ .

It is clear that national level Kabaddi players and state level Kabaddi players subjects differ significantly from each other from the mean scores and graph No. 2.0. It was found that the national level Kabaddi players had significantly high enthusiasm than the state level Kabaddi players.

## DISCUSSION:

**Emotional Intelligence and Performance:** In recent years, sports psychology research has seen the rise of a concept named emotional intelligence. But what is it, how can it help sports performance and how can we enhance our own emotional intelligence? Andy Lane explains. Emotional intelligence is a relatively new concept that has emerged over the last decade, which to date has principally been studied in business settings (1). It is defined as 'the capacity to recognize and utilize emotional states to change intentions and behavior'. Emotional intelligence can be measured using pen and paper test (2); in such tests, the responses to statements such as 'When I experience a positive emotion, I know how to make it last' and 'I motivate myself by imagining a good outcome to tasks I take on' are recorded and assessed. Emotional intelligence can be summarized thus:

- The ability to recognize different emotional states;

- Assessing the effects of emotions on subsequent behavior
- The ability to switch into the best emotional state to manage a particular situation. Not surprisingly many businesses have used emotional intelligence ratings as part of their selection processes, but the ability to recognize the emotional states in others in the sporting context is clearly desirable, and the skill raising the emotions of the team is a potentially priceless asset.

**Emotional Intelligence in Sport:** Although emotional intelligence is still a relatively new term in sport, it certainly is not a new concept. For years we have marveled at how the great athletes are able to "switch themselves on" to create amazing performances with incredible consistency. We would describe them as being composed, mentally tough, having the right psychology, a great sports mind, emotionally controlled or simply determined or focused. Today we recognize these athletes as having high levels of competency in the area of emotional intelligence. The key to emotional intelligence is the ability to control your emotions and create peak performance on demand. If only we could teach our athletes to do this consistently! But, what if we could? This article examines what emotional intelligence is and while wanting to develop this invaluable ability within your athletes is paramount, it isn't the first step. Most importantly, coaches require high levels of emotional intelligence as the first priority. (Future articles will continue this topic and focus on developing emotional intelligence in our athletes.)

**Self-Management and Emotional self-control in Sport:** The Self-Management quadrant contains the vital aspect of Emotional Self Control. Development of this competency is vital for both coaches and athletes. It is this competency which separates the star performers from those who technically can do the job but are inconsistent due to factors such as the moment carrying them away etc. Emotional Self Control in sport is the ability to control emotional impulses which lead to poor performance, to create emotions which lead to good performance and to be disciplined enough to know when to do either. For example, when watching your athlete perform poorly, as sometime happens, although it makes you frustrated, are you able to recognize this frustration (emotional self-awareness) and then are you able to adapt this emotion to a more productive one, before you begin interacting with your athlete. If you spend some time to consider, are you able to produce the type of emotional state which you know helps you to perform at your best. Do you know what state this is? This is an example of both emotional self-awareness and emotional self-control.

## CONCLUSION:

- 1) National level Kabaddi players had significantly high Self Awareness than the state level Kabaddi players.
- 2) There is no significant difference between national level Kabaddi players and state level Kabaddi players respect to Empathy.
- 3) National level Kabaddi players had significantly high Emotional Stability than the state level Kabaddi players.
- 4) National level Kabaddi players had significantly high Managing Relation than the state level Kabaddi players.
- 5) State level Kabaddi players had significantly high Integrity than the national level Kabaddi players.
- 6) National level Kabaddi players had significantly high Self Motivation than the state level Kabaddi players.
- 7) National level Kabaddi players had significantly high Self Development than the state level Kabaddi players.
- 8) National level Kabaddi players had significantly high value orientation than the state level Kabaddi players.
- 9) National level Kabaddi players had significantly high Commitment than the state level Kabaddi players.
- 10) There is no significant difference between national level Kabaddi players and state level Kabaddi players respect to altruistic behavior.
- 11) National level Kabaddi players had significantly high Enthusiasm than the state level Kabaddi players.

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