



COMPARATIVE STUDY ON EMOTIONAL INTELLIGENCE OF BASKETBALL AND VOLLEYBALL PLAYERS

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Abstract

This study aims to compare emotional intelligence (EI) of basketball and volleyball players, with a specific focus on gender-based differences. The primary objectives were to determine if significant differences exist in EI between basketball and volleyball players and between male and female players of both sports. The study sample comprised 200 college-level athletes (50 male and 50 female volleyball players, and 50 male and 50 female basketball players) from various colleges affiliated with M.G. University. Participants were between 18 and 25 years old. Emotional intelligence was assessed using a standardized questionnaire developed by Dr. H. Samsanada Raj (1998), consisting of 26 items. Before data collection, participants were oriented in a classroom setting and provided with clear instructions on completing the questionnaire. The responses were collected and scored according to the questionnaire's scoring key. Statistical analysis of the data revealed a significant difference in EI between basketball and volleyball players, with volleyball players demonstrating higher EI. However, no significant difference in EI was found between male and female players within each sport. These findings highlight the role of sport-specific factors in the development of emotional intelligence, suggesting that participation in volleyball may be associated with higher levels of emotional intelligence compared to basketball.

Key words: Basketball Players, Emotional Intelligence, Volleyball Players

1 INTRODUCTION

Today sports are not played only for entertainment, but the competition among players has reached an immense level. Sports in all forms of competitive physical activity which through casual or organized participation aim to maintain or improve physical and mental fitness and provide entertainment to the participants. New sport is played at commercial level, so it has become necessary to study the factors affecting the performance of sports. All the factors affecting sports performance, it seems that the most important is the ability of the athlete to identify and assume the appropriate feeling required to perform at the best when they needs to.

Basketball is the most popular game in the world it is one of the fastest game. It is a limited-contact sport played on a rectangular court. While most often played as a team sport with five players on each side, three-on-three, two-on-two, and one-on-one competitions are also common. The objective is to shoot a basketball through a hoop. A team can score a field goal by shooting the ball through the basket being defended by the opposition team during regular play. Volleyball is a fun game sport that is easy to learn and can be played in a gym, at the beach, or grass. Volleyball is an excellent all-round team sports, and it has been widely accepted as a highly competitive and recreational game throughout the world. Volleyball is a team sport in which two teams of six players are separated by a net. Each team tries to score points by grounding a ball on the other team's court under organized rules.

Emotional intelligence relates to the ability to monitor, employ, and manage emotions (Salovey & Mayer, 1990). Therefore, participants high in emotional intelligence are more likely to regulate their emotions. Another construct that aligns with controlling emotions and arguably shares some similar characteristics to emotional intelligence is mental toughness. One useful strategy to enable emotional control is psychological skills (Thelwell, 2008), which may help to raise emotional intelligence and enhance mental toughness. Many psychologists also prefer the word emotion over feeling because somehow emotion appears more objective than feeling (Wierzbicka, 1999), and it is easier to scientifically, logically analyses something that is objective than that which is subjective. If intelligence is thinking and rationalizing, and emotions combine the quality of thinking along with feeling, then can it be surmised that emotions too can be analyzed and assessed like any other intelligence? This is the premise of the theory of emotional intelligence which emphasizes on the importance of emotional regulation and emotional management in an individual's life.

1.1 Statement of the Problem

The purpose of the study was to compare the emotional intelligence of basketball and volleyball players.

1.2 Delimitation

- The study was delimited to the male and female basketball and volleyball players.
- Age ranged between 18 to 25 years.
- The study was further delimited to a total number of 200 subjects.
- The study was further delimited to only emotional intelligence.
- The subjects were randomly selected from various colleges of M.G University.

1.3 Limitation

- The lifestyle and habits of the subjects.
- Emotions and mood at the time of the test was also limited.
- The socioeconomic status of the subject selected for the study was limitation.

1.4 Objectives of the study

- To find out whether there would be significant difference among basketball and volleyball players on emotional intelligence.
- To find out whether there would be significant difference among male and female basketball and volleyball players on emotional intelligence.

1.5 Hypotheses

- It was hypothesized that there would be a significant difference on emotional intelligence among basketball and volleyball players.
- It was hypothesized that there would be a significant difference on emotional intelligence among male and female basketball players.
- It was hypothesized that there would be a significant difference on emotional intelligence among male and female volleyball players basketball.

- It was hypothesized that volleyball players have more emotional intelligence than basketball players.

1.6 Definitions and explanation of terms

Basketball: Basketball is a team sports in which two teams of five players try to score points by throwing or “shooting” a ball through the top of a basketball hoop while following a set of role. Basketball is one of the world’s popular and widely viewed sports (Griffiths,2011).

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

Volleyball: Volleyball is a team sports in which two teams of six players are separated by a net. Each team tries to score point by a grounding a ball on the other team’s court under organized rules (Wikipedia, 2017).

1.7 Significance of the study

- The study would help to find out the emotional intelligence of male and female volleyball players.
- The study would help to find out the emotional intelligence of male and female basketball players.
- The study would help the physical education teachers and coaches to know the emotional intelligence of basketball and volleyball players.

2 Review of Literature

The concept of emotional intelligence (EI) has gained significant attention in the field of sports psychology. It refers to the ability of individuals to recognize, understand, manage, and regulate their emotions and those of others (Goleman, 1995). In the context of sports, emotional intelligence plays a crucial role in enhancing athletic performance, facilitating effective teamwork, and promoting mental well-being. This review of literature examines the existing body of research on the emotional intelligence of players in various sports, highlighting key findings, theoretical perspectives, and implications for practice.

2.1 Theoretical Perspectives on Emotional Intelligence in Sports: Emotional intelligence in sports is grounded in the broader psychological frameworks proposed by Salovey and Mayer (1990) and Goleman (1995). Salovey and Mayer's model identifies four key components of EI: perceiving emotions, facilitating thought using emotions, understanding emotions, and managing emotions. Goleman (1995) expanded this model to include five key dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. These theoretical perspectives have been widely applied to understand how athletes manage stress, stay motivated, and build effective interpersonal relationships with teammates, coaches, and competitors (Meyer & Fletcher, 2007).

2.2 Emotional Intelligence and Athletic Performance: Several studies have established a positive correlation between emotional intelligence and athletic performance. Lane et al. (2009) found that athletes with higher emotional intelligence were better able to manage competitive anxiety and maintain focus during high-pressure situations. This capacity to regulate emotions is particularly critical in sports like tennis and golf, where individual performance is directly influenced by mental resilience (Laborde et al., 2016). Similarly, in team sports such as football and basketball, players with higher EI exhibit superior decision-making abilities, effective communication, and better conflict resolution (Meyer & Zizzi, 2007). This suggests that emotional intelligence is a vital psychological skill that enhances both individual and team-based outcomes.

2.3 Emotional Intelligence Across Different Types of Sports: Research indicates that the influence of emotional intelligence may vary across different types of sports, such as individual versus team sports and contact versus non-contact sports. Individual sports, like tennis and swimming, demand greater self-regulation and emotional control due to the solitary nature of competition (Laborde et al., 2016). On the other hand, team sports, like soccer and basketball, require players to possess not only self-regulation but also empathy and social skills to foster team cohesion and effective communication (Meyer & Fletcher, 2007). In contact sports, such as rugby and boxing, the ability to regulate aggressive impulses is critical for maintaining composure and adhering to fair play principles (Campo et al., 2019).

2.4 Gender Differences in Emotional Intelligence Among Athletes: Studies on gender differences in emotional intelligence have yielded mixed findings. Petrides et al. (2004) reported that female athletes tend to score higher on measures of empathy and social awareness compared to their male counterparts. This difference is attributed to socialization processes that emphasize emotional expressiveness in women. However, other studies suggest that male athletes may exhibit higher levels of emotional self-regulation, particularly in high-stakes competitions (Laborde et al., 2016). While gender-based differences exist, the extent to which these differences impact performance remains a subject of debate.

2.5 Role of Coaches and Training Interventions: Coaches play a significant role in developing the emotional intelligence of athletes. Research indicates that emotionally intelligent coaches create a positive learning environment, foster emotional growth, and model appropriate emotional responses (Thelwell et al., 2008). Interventions aimed at enhancing the emotional intelligence of athletes often involve training programs that teach mindfulness, stress management, and emotional regulation techniques (Laborde et al., 2016). Such interventions have been shown to improve not only athletic performance but also mental health and overall well-being.

2.6 Implications for Practice: The findings from the reviewed literature highlight the importance of integrating emotional intelligence training into sports development programs. Athletes and coaches should be educated on the significance of emotional skills in achieving peak performance and maintaining mental health. For team sports, fostering a culture of emotional awareness can enhance team dynamics, communication, and collective problem-solving abilities. Additionally, gender-sensitive approaches may be required to address the unique emotional needs of male and female athletes.

Emotional intelligence is a critical psychological attribute that influences the performance and well-being of athletes across various sports. Research indicates that emotional intelligence supports stress management, decision-making, and teamwork in both individual and team sports. Gender differences in emotional intelligence and the role of coaches in developing these skills underscore the complexity of this construct.

2.7 Research Gap: The comprehensive literatures review reveals that there were no serious study which comparing the emotional intelligence between basketball and volleyball players under any region. Hence, this study attempts a cross-cultural perspective on emotional intelligence of the basketball and volleyball players prioritizing the emotional development which may contribute to both performance excellence and holistic players' well-being.

3 METHODOLOGIES

This chapter describes the methodology and procedure adopted. It includes selection of subjects, selection of variables, collection of data and statistical technique adopted for analyzing the data are presented.

3.1 Selection of subject

For the purpose of the study the investigator selected a total of 200 college level male and female basketball and volleyball players (50 volleyball male and female, 50 basketball male and female players) from various colleges of M.G University. The age ranged between 18 to 25 years.

Selection of variables Psychological variable selected for the present study was Emotional intelligence.

3.2 Collection of data

The investigator orientated the subject in class room for the collection of data and explained them to the purpose of the study and also gives very clear instructions regarding the method of answering the emotional intelligence questionnaire. The questionnaire was used for the collection of data. Emotional intelligence was measured through a standardized questionnaire developed by Dr H samsanada raj (1998) and it has a total of 26 items. The entire field in the questionnaire was collected from the subjects and scored according to the respective scoring keys and the data was statistically analyzed.

3.3 Reliability of data

The reliability of data was ensured by establishing the measurements through the questionnaire reliability and subject reliability. The scale was measured for its odd even reliability by administering up on a group of collegiate student including male and female student of 18-25

3.4 Questionnaire Reliability

The questionnaire administered was used in assessing the selected psychological factor for years together by various psychologists. Apart from this, the authors developed the questionnaire that found the reliability and validity of the tests and the key for scoring the responses. These were taken as correct and thus the reliability of the questionnaire found by the authors was accepted for the purpose of this study.

3.5 Administration of the test and Collection of Data

After selecting college, the investigator has met the students and requested their cooperation for the smooth administration of the psychology questionnaire

The investigator explained to them the purpose of the investigation and also gave very clear instructions regarding the method of answering the psychological questionnaire booklets. Meticulous care was taken to see that the subjects were scatted in a way that they would attend to the task at hand without any distraction and to complete the test in time. The investigator was present in the classroom and helped the subjects whenever they meet with some difficulty in understanding the meaning of different words used in the test.

The subjects were found to be careful enough to go through the instructions and each statement carefully and indicated their responses without any difficult. All the subjects co-operated very well for the successful collection of data. The entire field in questionnaire were collected from the subjects and scored according to the respective scoring keys. The total scores obtained were tabulated and treated statistically.

3.6 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 Dr.H. Samsanda Raj, 1998. The questionnaire was given to all subjects. Twenty six items were adopted from Dr.H. Samsanda Raj emotional intelligence questionnaire for this investigation.

3.7 Scoring

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

Using the 5 point scale shown below, indicated how uncharacteristic or characteristic each of the following statements was described the subject. The subjects were asked to put a X mark in the box to the right of the statement. 26 items are there for scoring. 13 forward score and 13 reverse score. The subject who has high score indicates that he has high emotional intelligence. Emotional intelligence is categorized as follows: strongly disagree, disagree, undecided, agree and strongly agree. Forward scoring for this will be in the order 1,2,3,4,5 and that of reverse scoring it will be 5,4,3,2,1.

3.8 Statistical Techniques: The statistical procedure used for the study was t-test

4 ANALYSIS AND INTERPRETATION

The purpose of the study was to compare the emotional intelligence of basketball and volleyball players. To achieve this purpose two hundred college level male and female basketball and volleyball players were selected randomly from various colleges in M.G University and their age ranged between 18 to 25 years. The emotional intelligence was selected for the study.

4.1 Test of Significance

This is the vital portion of thesis achieving the conclusion by examining the hypothesis. The procedure of testing the hypotheses was either by accepting the hypothesis or rejecting the same in accordance with the results obtained in relation to the level of confidence.

TABLE-4.1 Mean standard deviation and ‘t’ test for basketball and volleyball players on emotional intelligence

Group	Mean	Standard Deviation	‘t’ Value
Basketball(n=100)	72.20	7.440	3.818*
Volleyball(n=100)	75.91	6.252	

**Significant at 0.05 level*

Table 4.1 indicates that the mean value of emotional Intelligence for basketball, volleyball players was 72.20 & 75.91 respectively and the ‘t’ test value was 3.818. Since the obtained ‘t’ test value of 3.818 was greater than table value 1.97 with df 198 at 0.05 level. So it was concluded that the basketball, volleyball players had significant differences in emotional intelligence.

TABLE-4.2 Mean, standard deviation and ‘t’ test for basketball men and women players on emotional intelligence

Group	Mean	Standard Deviation	‘t’ Value
Basketball Men(n=50)	73.10	6.085	1.213
Basketball Women(n=50)	71.30	8.553	

**Significant at 0.05 level*

Table 4.2 indicate that the mean value of emotional Intelligence for basketball men, basketball women players 73.10 & 71.30 are respectively and the ‘t’ test value was 1.213. Since the obtained ‘t’ test value of 1.213 was lesser than table value 1.98 with df 98 at 0.05 level. So it was concluded that the basketball men, basketball women players had no significant difference in emotional intelligence.

TABLE-4.3 Mean, standard deviation and ‘t’ test for volleyball men and women players on emotional intelligence

Group	Mean	Standard Deviation	‘t’ Value
Volleyball Men(n=50)	75.14	76.68	1.235
Volleyball Women(n=50)	76.68	5.168	

**Significant at 0.05 level*

Table 4.3 indicate that the mean value of emotional Intelligence for volleyball men, volleyball women players 75.14 & 76.68 are respectively and the ‘t’ test value was 1.235. Since the obtained ‘t’ test value of 1.235 was lesser than table value 1.98 with df 98 at 0.05 level. So it was concluded that the volleyball men, volleyball women players had no significant difference in emotional intelligence.

4.2 Discussion on Findings

The psychological variable emotional intelligence was tested by questionnaire. The test was conducted to compare the emotional intelligence of basketball and volleyball players.

In this study the emotional intelligence had a significant difference was observed among basketball and volleyball players. In case of basketball and volleyball men and women players they had no significant difference in emotional intelligence.

4.3 Discussion on Hypotheses

In the beginning of the study it was hypothesized that there would be a significant difference among basketball and volleyball players on emotional intelligence. The results of the study produced that there was a significant difference in emotional intelligence among basketball and volleyball players. Hence the null hypothesis was rejected.

The second hypotheses, it was hypothesized that there would be a significant difference on emotional intelligence among men and women basketball players. The results of the study showed that in emotional intelligence did not show any difference. Hence the null hypothesis was accepted.

The third hypotheses, it was hypothesized that there would be a significant difference on emotional intelligence among men and women volleyball players. The results of the study showed that in emotional intelligence did not show any difference. Hence the null hypothesis was accepted.

The fourth hypotheses, It was hypothesized that volleyball players have more emotional intelligence than basketball players. The results of the study produced that there was a significant difference in emotional intelligence among basketball and volleyball players. The volleyball players had more emotional intelligence than basketball. Hence the null hypothesis was rejected.

5 CONCLUSIONS

This study was undertaken to compare the emotional intelligence of basketball and volleyball players. For the purpose of the study the investigator selected a total of 200 college level male and female basketball and volleyball players (50 volleyball male and female, 50 basketball men and women players) from various colleges of M.G University. The selected psychological variable for the study was the emotional intelligence. The test administered to assess emotional intelligence of subjects was questionnaire developed by Dr. H. Samsanda Raj (2008). The result of the study revealed that the basketball, volleyball players had significant difference in emotional intelligence. When compared to male and female basketball and volleyball players they had no significant difference in emotional intelligence.

With the limitations and delimitation of this study, the following conclusions were drawn;

- It was concluded that the basketball, volleyball players had significant difference in emotional intelligence.

- Male and female basketball and volleyball players had no significant difference in emotional intelligence.
- Volleyball player had more emotional intelligence than basketball players.

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