

EFFECT OF EXTRAVERSION AND SPORTS PARTICIPATION ON EMOTIONAL INTELLIGENCE OF FEMALE PLAYERS & NON-PLAYERS

SATINDER PAUL

Akal College of Physical Education, Maustana Sahib, Sangrur, Punjab, INDIA.

Email: satinderpaul41@yahoo.in

How to cite this article: Paul, S. (March, 2015). Effect of extraversion and sports participation on emotional intelligence of female players & non-players. Journal of Physical Education Research, Volume 2, Issue I, 52-56.

Received: January 15, 2015

Accepted: March 21, 2015

ABSTRACT

The purpose of the study was to analyze the effect of extraversion & participation in sports on emotional intelligence of female players & non players. The study was conducted on 200 female in which 100 players & 100 non players were selected as a sample. All the selected female players represented in at least intervarsity level tournament. The age of the sample ranged from 18-25 years and all the samples selected from random basis. Extraversion was assessed by Hindi version of Junior Eysenck Personality Inventory (J.E.P.I.) prepared by Menon (1978) was used, while emotional intelligence of the subjects was assessed by emotional intelligence inventory prepared by Mangal & Mangal (1995) was adopted. To find the effect of the Extraversion & sports participation on emotional intelligence 2x2 ANOVA techniques was adopted. Results indicated that extraversion & sports participation showed their main effect upon emotional intelligence of selected subjects. The joint effect of extraversion & participation in sports on emotional intelligence was found to be statistically insignificant.

Keywords: *Extraversion, introversion, emotional intelligence.*

1. INTRODUCTION

The idea that people differ in emotional intelligence (EI) has prospered because of a number of converging factors, including contemporary cultural trends and orientations (Paul, 2015). To begin with, EI has been the target of widespread interest owing to the increasing personal importance attributed to emotion management for people in modern society. It is believed that EI can be trained and improved in various social contexts (educational, occupational, and

Correspondence: Satender Paul, Ph.D., Assistant Professor, Akal College of Physical Education, Mastuana Sahib, Sangrur, Punjab, INDIA. Tel: +91-9780581720, Email: satinderpaul41@yahoo.in

interpersonal) and that personal and societal benefits will follow from investment in programs to increase EI. There is currently a growing impetus towards the provision of personal, educational, and workplace interventions that purport to increase EI. Furthermore, EI has been commonly claimed to play an important role in modern society by determining real-life outcomes above and beyond the contribution of general intellectual ability and personality factors (Goleman, 1998). Thus, EI is claimed to be positively related to academic achievement, occupational success and satisfaction, and emotional health and adjustment (Ilyasi, & Salehian, 2011). EI, in fact, has been claimed to be even more important than intellectual intelligence in achieving success in life (Goleman, 1998).

A subtext in the claimed importance of EI to success in modern society is that the benefits of general (cognitive) intelligence are overstated, and emotional intelligence may often be more important than conventional IQ. Accordingly, EQ has become fashionable in part because it seems to reduce the predominance and importance typically accorded to intellectual intelligence. A possible related factor underlying the popularity of the EI construct is antagonism (warranted or unwarranted) toward the concept of intellectual intelligence and its measurement.

Jaipal and Kumar, (2013) identified three basic classes of measurement techniques. These are (1) rating scales, (2) unstructured projective tests, and (3) questionnaires. Rating Scales Characteristically, rating scales involve the use of a judge or judges who are asked to observe an individual in some situation.

Typically, two types of situations are involved in personality assessment using rating scales (Sternberg, 2000). These are the interview and the observation of performance. In the interview, the judge asks the subject numerous open-ended and specific questions designed to ascertain personality traits and general impressions. If the interview is conducted properly, carefully, and systematically, the results can be reliable and valid.

Psychological researches based on the sports have been interested in how athletes' psychological and characteristics influence performance. On the basis of this point, it is clear that psychological characteristics differ between more and less effective athletes and teams. Moreover, the ability to mentally prepare is considered a key component of such differences (Brewer, 2009). The significance of personality characteristics as a predictor for sports performance has been recognized in psychology (Sternberg, 2000). Researchers have recently reported the significant effects of personality on sports performance (Aidman, & Schofield, 2004). When athletes participate in competitive sport, their underlying personality characteristics inevitably contribute to how they behave. Personality has been defined as "psychological qualities that contribute to an individual's enduring and distinctive patterns of feeling, thinking and behaving" (Cervone, & Pervin, 2010).

Few studies have specifically examined the role of the psychological factors in predicting sports performance. Studies have also indicated a positive relationship between conscientiousness and job performance (Paul, 2015). Very few contemporary researches have explored the effects of extraversion and sports participation on emotional intelligence of female players and non-players. This research attempted to explore the influence of extraversion and sports participation on emotional intelligence of female players and non-players. The purpose of was to examine the relationship between extraversion and sports participation on emotional intelligence of female players and non-players.

2. METHODS AND MATERIALS

2.1 Subjects

For this 200 female subjects in which 100 players & 100 non players were selected from different colleges of Himachal Pradesh. The selected female players at least represented intervarsity level tournaments, while the non players had not played any games. The average age of the selected sample was 21.5 years.

2.2 Procedure

To measure extraversion dimensions, Hindi version of Junior Eysenck Personality Inventory (JEPI) prepared by Menon (1978) was used. Scoring was done according to rules laid down by the authors. After scoring, obtained data was tabulated. To assess emotional intelligence of selected subject's emotional intelligence inventory prepared by Mangal & Mangal (1995) was used. This inventory is highly reliable & valid.

2.3 Statistical Analysis

To find the effect of extraversion and participation in sports on emotional intelligence of female players and non player's 2x2 ANOVA techniques was used.

3. RESULTS & DISCUSSION

Descriptive statistics and ANOVA summary are presented preceding tables.

Table 1: Extraversion-introversion (A) x participation in sports (B) on emotional intelligence of female subjects (n=143)

		Participation in Sports (B)		
		B1	B2	M
		Female Players	Female Non-players	
Extraversion	A1	M=65.10	M=60.16	62.63
	Extrovert	N=30	N=49	
	A2	M=62.94	M=56.77	59.86
	Introvert	N=37	N=27	
	M	64.02	58.47	

Table 2: ANOVA summary of effect of extraversion-introversion (A) x participation in sports (B) on emotional intelligence of female subjects (n=143)

Source of Variance	SS	df	MS	F
A	260.48	1	260.48	1.66
B	1046.80	1	1046.80	6.70*
AB	12.87	1	12.87	0.08
Within treatment (Error)	21695.95	139	156.08	

*Significant at 0.05 level

From table 1, results indicated that the main effect of extraversion upon emotional intelligence of female subjects is statistically insignificant. Thus it can be said that the main effect of extraversion as an independent variables have not influenced emotional intelligence of female subjects. The F of 6.70 is statistically significant beyond 0.05 levels; it thereby indicates that have the main effect of participation in sports upon emotional intelligence of female subjects is also statistically significant. Hence it can be said that with greater confidence that female players exhibited significantly better emotional intelligence compared to female non-players. Table 1 also documented that the F 0.08 is statistically insignificant. Hence it was found that the joint effect of extraversion and participation in sports also statistically insignificant.

4. CONCLUSIONS

On the basis of obtained results following conclusions can be made:

- The main effect of extraversion upon emotional intelligence of female players and non players was observed to be insignificant.

- The main effect of participation in sports upon emotional intelligence of female subjects is also statistically significant. Hence it can be said that with greater confidence that female players exhibited significantly better emotional intelligence compared to female non players.
- The joint effect of extraversion & participation in sports on emotional intelligence was found to be statistically insignificant.

5. REFERENCES

- Aidman, E., & Schofield, G., (2004). *Personality and individual differences in sport* (2nd ed). Milton, Australia: Wiley.
- Brewer, B. (2009). *Sport Psychology*. WB, UK.
- Cervone, D., & Pervin, L. (2010). *Personality: Theory and research*, (11th ed.), NY: Wiley.
- Eysenck, H.J., & Eysenck, S.B. (1975). *Manual: Eysenck personality questionnaire (Junior and Adult)*. San Diego: EdITS.
- Ghaderi, N., & Ghasemi, A. (2012). The association between personal characters (extroversion, introversion) and emotional intelligence with choose type of sport (team and individually). *European Journal of Experimental Biology*, 2(6), 2038-2042.
- Goleman, D. (1998). *Working with emotional Intelligence*. New York: Bantam Books.
- Ilyasi, G., & Salehian, M.H. (2011). Comparison of personality traits between individual and team athletes. *Middle-East Journal of Scientific Research*, 9(4), 527-530.
- Jaipal, & Kumar, S.R. (2013). A study of personality characteristics young kabaddi players of navodaya vidyalaya samiti, India. *Research Journal of Physical Education Sciences*, 1(3), 01-04.
- Menon, (1978). *Junior Eysenck personality inventory (JEPI)*, Hindi Version. Agra: Agra Psychological Association.
- Mirzaei, A., Nikbakhsh, R., & Sharififar, F. (2013). The relationship between personality traits and sport performance. *European Journal of Experimental Biology*, 3(3), 439-442.
- Paul, S. (2015). Effect of neuroticism and sports participation on emotional intelligence of female players & non-players. *Academic Sports Scholar*, 4(3), 01-03.
- Raghunath, S.T. (2011). A comparative study of player and non- player students in relation to their personality. *International Referred Research Journal*, 2(20), 52-53.
- Sternberg, R.J. (2000). *Handbook of intelligence*. New York: Camb Uni Press.