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## Research Article

# COMPARISON OF EMOTIONAL INTELLIGENCE IN CRICKETERS OF MADHYA PRADESH

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### ABSTRACT

In this study thirty-two Boys Cricketers (n=32) of under 19 and Under 23 years of age of Madhya Pradesh are being compared with the tool (Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjot Pethe and Upinder Dhar). Emotional Intelligence Scale (EIS) measures includes - self-awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior. Questionnaire was distributed to the cricketers and under the supervision of their coaches and the investigator, the data was recorded appropriately and it was interpreted in the present study to judge the Emotional Intelligence of the cricketers. T –test was used to see the difference among the groups of under 19 and under 23 cricketers and the level of significance was set at 0.05. If we follow the rule of Independent T – test then the recorded result shows that there is no significant difference with the variables A,B,C,D,E,F,G,H,I and J so according to the result the investigator is 95% confident that the cricketers of under 19 and under 23 according no significant difference in Emotional Intelligence and thus null hypothesis is accepted at 0.05 level of significance.

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## INTRODUCTION

Emotional intelligence (EI), also known as Emotional quotient (EQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal. Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people. Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them effectively applying the information and energy of emotions in our daily life and work. Mayer and Salovey (1993) defined emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Cooper and Sawaf (1997) defined emotional intelligence as the ability to sense, understand and effectively

apply the power and acumen of emotions as source of human energy, information, connection and influence.

Emotional Intelligence Scale (EIS) measures includes - self-awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior. These are:

- A. Self-awareness involves being aware of different aspects of the self including traits, behaviors, and feelings, it is being aware of one self and is measured by items 6, 12, 18, 29. These items are "I can continue to do what I believe in even under severe criticism", "I have my priorities clear," "I believe in myself," and "I have built rapport and made and maintained personal friendships with work associates." This factor is the strongest, explains 26.8 percent variance and has a total factor load of 2.77. The correlation of this factor with total score is 0.66.
- B. Empathy is the experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling. Empathy is known to increase prosocially (helping) behaviors measured by items 9, 10, 15, 20, and 25. These are "I pay attention to the worries and

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concerns of others”, “I can listen to someone without the urge to say something”, “I try to see the other person’s point of view”, “I can stay focused under pressure” and “I am able to handle multiple demands”. This factor explains 7.3 percent variance with a total factor load of 3.11. The correlation of the factor with total score is 0.70.

- C. Self-motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors measured by items 2, 4, 7, 8, 31 and 34. These items are “people tell me that I am an inspiration for them”, “I am able to make intelligent decision using a healthy balance of the emotions and reason”, “I am able to assess the situation and then behave”, “I can concentrate on the task at hand in spite of disturbances”, “I think feelings should be managed” and “I believe that happiness is an attitude”. This factor accounts for 6.3 percent variance and a total factor load is 3.28. Its correlation with total score is 0.77.
- D. Emotional stability recovery from negative emotions is referred to as psychological resilience and is defined as being characterized by “flexible adaptation to the changing demands of stressful experiences” is measured by items 14, 19, 26 and 28. These are “I do not mix unnecessary emotions with issues at hand”, “I am able to stay composed in both good and bad situations”, “I am comfortable and open to novel ideas and new information”, “I am persistent in pursuing goals despite obstacles and setbacks.” This factor explains 6.0 percent variance with a total factor load of 2.51. The correlation of this factor with total score is 0.75. 106
- E. Managing relations means handling interpersonal interaction, conflict resolution, and negotiations is measured by items 1, 5, 11 and 17. The statements that measure this factor are “I can encourage other to work even when things are not favorable”, “I do not depend on others’ encouragement to do my work well”, “I am perceived as friendly and outgoing” and “I can see the brighter side of any situation”. This factor explains 5.3 percent variance with a total factor load of 2.38. The correlation of this factor with total score is 0.67.
- F. Integrity is the qualifications of being honest and having strong moral principles; moral uprightness is measured by items 16, 27, and 32. “I can stand up for my beliefs”, “I pursue goals beyond what is required of me”, and “I am aware of my weaknesses”, are the statements that measure this factor. This factor explains 4.6 percent variance with a total factor load of 1.88.
- G. Self-development It involves the growth and enhancement of all aspects of the person, the feelings the person has about himself or herself, and their effectiveness in living is measured by items 30 and 33 which are “I am able to identify and separate my emotions” and “feel that I must develop myself even when my job does not demand it.” This factor explains 4.1 percent variance with a total load of 1.37.
- H. Value orientation is a person's preference about how to allocate resources (e.g. money) between the self and another person is measured by items 21, 22. The statements are “I am able to maintain the standards of honesty and integrity” and “I am able to confront

unethical actions in others” and explains 4.1 percent variance with a total factor load of 1.29.

- I. Commitment it can mean a dedication or obligation to a cause or other people is measured by the items 23 and 24. “I am able to meet commitments and keep promises” and “I am organized and careful in my work” measure this factor. This factor accounts for 3.6 percent variance with a total factor load of 1.39.
- J. Altruistic behavior means acting out of concern for the well-being of others is measured by the items 3 and 13. The items are “I am able to encourage people to take initiative”, and “I can handle conflicts around me”. It explains 3.0 percent variance with a total factor load of 1.3

### **Objective**

1. To compare the Emotional Intelligence in Cricketers of Madhya Pradesh.
2. To compare the Emotional Intelligence of under 19 with the under 23 years of Cricketers.

### **Delimitations**

1. The study was further delimited to the 32 Boys Cricketers of Madhya Pradesh.
2. The study was delimited to the subjects belonging to the age group of 19 to 23 years.
3. The study was delimited on the Questionnaire of Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar.

### **Limitations**

1. The Authenticity of the responses given by the subject in questionnaire may act as limitation of the study.
2. Daily routine, training age, individual differences and habits, may act as a limitation.

### **Hypotheses**

It is hypothesized that there is no significant difference among Cricketers in Emotional Intelligence between the groups of under 19 with under 23 of age.

### **Sample**

For the present study the purposive sampling (Non probability sampling) technique was employed to select the sample of thirty-two Boys Cricketers (n=32) of under 19 and Under 23 years of age of Madhya Pradesh.

### **Tool**

The selection of suitable tools is of paramount significance in any investigation. The success of research immensely depends upon the instruments, which are used for the data collection. In the present study, the following tool was used:

A Questionnaire of Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar.

## **METHODS**

The methodology of the study consist of selection of subjects, testing procedure and the technique employed for analysis of data.

**Table no 1** Emotional Intelligence Scale (EIS) Descriptive Statistics

| Total Groups        | Age Groups | N  | Mean    | Std. Error     |         |
|---------------------|------------|----|---------|----------------|---------|
|                     |            |    |         | Std. Deviation | Mean    |
| Self-awareness      | Under 19   | 16 | 17.5000 | 1.21106        | .30277  |
|                     | Under 23   | 16 | 18.1875 | .75000         | .18750  |
| Empathy             | Under 19   | 16 | 19.2500 | 2.93258        | .73314  |
|                     | Under 23   | 16 | 17.6875 | 2.91476        | .72869  |
| Self-motivation     | Under 19   | 16 | 23.0000 | 3.30656        | .82664  |
|                     | Under 23   | 16 | 23.5625 | 4.27346        | 1.06837 |
| Emotional stability | Under 19   | 16 | 15.1875 | 3.08153        | .77038  |
|                     | Under 23   | 16 | 15.5625 | 2.36555        | .59139  |
| Managing relations  | Under 19   | 16 | 15.1875 | 2.88025        | .72006  |
|                     | Under 23   | 16 | 14.2500 | 3.82099        | .95525  |
| Integrity           | Under 19   | 16 | 12.1875 | 1.72119        | .43030  |
|                     | Under 23   | 16 | 12.6250 | 2.06155        | .51539  |
| Self-development    | Under 19   | 16 | 7.9375  | 1.76895        | .44224  |
|                     | Under 23   | 16 | 8.3125  | 1.01448        | .25362  |
| Value orientation   | Under 19   | 16 | 8.1250  | 1.50000        | .37500  |
|                     | Under 23   | 16 | 8.0000  | 1.15470        | .28868  |
| Commitment          | Under 19   | 16 | 8.1875  | 1.64190        | .41047  |
|                     | Under 23   | 16 | 8.7500  | 1.06458        | .26615  |
| Altruistic behavior | Under 19   | 16 | 7.6875  | 1.25000        | .31250  |
|                     | Under 23   | 16 | 8.1250  | 1.50000        | .37500  |

person understands own strength, feelings and limitations, respect others thoughts so that they are motivated and emotionally balance but on other hand remaining variable *B,C,D,E,F,G,H* and *J* are found in-significant in their variance.

The finding of the study shows that in most of the variables of the Emotional Intelligence the subjects do not have significant difference, it may be due to there age because a person achieve his maximum Emotional Intelligence level at about 20 years of age. Emotional Intelligence may be affected by heredity and environment and If we follow the rule of Independent T – test then the table no. 2 shows that there is no significant difference with the variables *A,B,C,D,E,F,G,H,I* and *J* so according to the result the investigator is 95% confident that the cricketers of under 19 and under 23 consist no significant difference in Emotional Intelligence and thus null hypothesis is accepted at 0.05 level of significance.

**Table no 2** Emotional Intelligence Scale (EIS) Independent Samples Test

|                     |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |
|---------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|
|                     |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
|                     |                             |   |      |                              |        |                 |                 |                       |
| Self-awareness      | Equal variances assumed     | 5.638                                   | .024 | -1.931                       | 30     | .063            | -.68750         | .35612                |
|                     | Equal variances not assumed |   |      | -1.931                       | 25.030 | .065            | -.68750         | .35612                |
| Empathy             | Equal variances assumed     | .058                                    | .811 | 1.512                        | 30     | .141            | 1.56250         | 1.03368               |
|                     | Equal variances not assumed |   |      | 1.512                        | 29.999 | .141            | 1.56250         | 1.03368               |
| Self-motivation     | Equal variances assumed     | .502                                    | .484 | -.416                        | 30     | .680            | -.56250         | 1.35083               |
|                     | Equal variances not assumed |   |      | -.416                        | 28.222 | .680            | -.56250         | 1.35083               |
| Emotional stability | Equal variances assumed     | 1.106                                   | .301 | -.386                        | 30     | .702            | -.37500         | .97120                |
|                     | Equal variances not assumed |   |      | -.386                        | 28.122 | .702            | -.37500         | .97120                |
| Managing relations  | Equal variances assumed     | 1.118                                   | .299 | .784                         | 30     | .439            | .93750          | 1.19624               |
|                     | Equal variances not assumed |   |      | .784                         | 27.886 | .440            | .93750          | 1.19624               |
| Integrity           | Equal variances assumed     | .507                                    | .482 | -.652                        | 30     | .520            | -.43750         | .67140                |
|                     | Equal variances not assumed |   |      | -.652                        | 29.074 | .520            | -.43750         | .67140                |
| Self-development    | Equal variances assumed     | 2.705                                   | .110 | -.736                        | 30     | .468            | -.37500         | .50980                |
|                     | Equal variances not assumed |   |      | -.736                        | 23.904 | .469            | -.37500         | .50980                |
| Value orientation   | Equal variances assumed     | .819                                    | .373 | .264                         | 30     | .793            | .12500          | .47324                |
|                     | Equal variances not assumed |   |      | .264                         | 28.157 | .794            | .12500          | .47324                |
| Commitment          | Equal variances assumed     | 5.630                                   | .024 | -1.150                       | 30     | .259            | -.56250         | .48921                |
|                     | Equal variances not assumed |   |      | -1.150                       | 25.718 | .261            | -.56250         | .48921                |
| Altruistic behavior | Equal variances assumed     | .023                                    | .880 | -.896                        | 30     | .377            | -.43750         | .48814                |
|                     | Equal variances not assumed |   |      | -.896                        | 29.055 | .377            | -.43750         | .48814                |

\*Level of significance 0.05

\*Degree of freedom 30

In this study thirty-two Boys Cricketers (n=32) of under 19 and Under 23 years of age of Madhya Pradesh from Cricket National championship. Questionnaire was distributed to the cricketers and under the supervision of their coaches and the investigator the data was recorded appropriately. Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar, was interpreted in the present study to judge the Emotional Intelligence of the cricketers. T – test was used to see the difference among the groups of under 19 and under 23 cricketers and the level of significance was set at 0.05

## RESULTS AND DISCUSSION

As per the recoded result (Table no. 2) the Levene's Test for Equality of Variances justify that Emotional Intelligence Scale variable *A. Self Awareness* and *I. Commitment* are found significantly different in the variance because at this age a

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