



RESEARCH PAPER

The Impact of Female Athletes and Non-Athletes and Role of Sport in the Development of Emotional Intelligence: A Survey Study of District Bhakkar, Punjab

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ABSTRACT

The impact of Female Athletes and Non-Athletes and Role of Sport in the Development of Emotional Intelligence, the main objective of the study to assess the awareness of self-regulation skills among athlete and non-athlete at college level. The "Emotional intelligence questionnaire" was used to collect data. In this regard research ethics was strictly be followed by the researcher. The set alpha level for the testing of hypotheses was 0.05 (sampling error I) and t-test and ANOVA (Analysis of Variance single factors) was used to test the hypotheses. When compared the mean values of both the groups, it has been noticed that athlete's players had exhibited better emotional stability than non-athletes. While comparing the mean values of the groups in questions, the researcher found that there is significant difference was found on the self-awareness. Effectiveness of physical activities on the health problems for working women.

KEYWORDS Athletes, Non-Athletes, Emotional Intelligence

Introduction

Emotional intelligence is the individual's ability to identify and understand the emotions of oneself and others and the ability to use this awareness to manage behaviors and relationships Emotional intelligence actually deals with the management of behavior in connection with making proper interaction with the others, locating the social problems, and accordingly making useful personal decisions leading towards the attainment of positive outcomes.

The involvement of emotional intelligence in sport has been very much vital and it has been attracting attention of the sports sociologists, (Bailey, et al. 2010) the role of emotional intelligence and sport performance with reference to its deep relationship towards achieving dominating performance in the field of action. Emotional intelligence is commonly judged by observing the outcome of a specific game.

The person who possess the skill and knowledge in sports and exercise and have adequate emotional self-control, are effective member of the society, (Richard, et al. 2010). There are digits of factors that affect sport performance in one way or the other. The player related factors include physical fitness level, mental soundness, social stability, skillfulness emotional stability and calmness play vital role in the attainment of outstanding performance in sport at all levels of competitions (Humphrey, 2002). Situation demands for determination, calmness and coolness are met by

emotionally stable player without any problem. Athletic performance and its competitive nature, involves a high degree of variation in emotional strength.

It is commonly believed that when emotions (e.g., anger and frustration) are intervened with performance, they tend to delay with task achievement (Ashforth, 2002). According to (Mayer and Salovey 2008), intelligence and emotions make thinking smarter. In its broader sense, the researcher suggests that emotional intelligence can be understood not only as possessing a tacit knowledge of how emotions work, but also having the ability to use this knowledge in their own practical life.

Goleman has extended the four-sided arrangement of Mayer and Shalvey to incorporate five components of passionate insight. Self-enthusiastic attention to realize what you feel at a given minute and to comprehend the effect of temperament on others. Self-direction that controls or reorients your feelings and once in a while even others. Inspiration that utilizes enthusiastic variables to accomplish objectives appreciate the learning procedure and endure in issue administrations. Compassion that catches the feelings of others and the social aptitudes that guide connections move others and initiates their coveted answers (Daniel Goleman (2001). Emotional knowledge has been characterized as "an arrangement of abilities, capacities and non-subjective capacities that impact the capacity to adapt to ecological needs and weights" (Stein and Book, 2000).

Abilities used to manage life successfully speak to an accumulation of learning that incorporates enthusiastic mindfulness, trust, compassion, and critical thinking. As indicated by specialists, "passionate insight predicts accomplishment as it reflects how a man applies learning to the prompt circumstance by estimating enthusiastic knowledge that measures good judgment and capacity to push ahead on the planet" (Bar - In, 2006).

It has been discovered that the level of passionate insight varies amongst competitors and non-competitors (Ardahan, et al., 2011). (Takšić et al., 2005) have built up that youngsters in sports have a prevalent passionate state of mind than general games, however the main distinction is the capacity to express and name feelings. Games exercise center understudies are sensible to express feelings than their companions in the customary rec center. Subsequently, it is justifiable the significance of knowing every one of the components that can add to expanded passionate rivalry in sports. Any factor that might be identified with competitor's capacity to control the articulation or acknowledgment of different feelings is while partaking in individual or group activities.

The study will be conducted at college level in District Bhakkar Punjab, Pakistan. Surrounding different aspects of the study, the researcher will collect the relevant data through a standardized scale in supervision and consultation of the research supervisor. After the essential data is obtained, it will be tabulated and processed through a Statistical Package for Social Sciences (SPSS) and after analyses of the data finding and conclusions will be drawn.

Literature Review

Emotional intelligence

There is a union of corruption, based on personal values and values, strong variety of strong and healthy relationships, working well with others and productivity responses to demands that help, correct self-knowledge, as well as responsibility Staff, and pressures of everyday life and work so Intelligence is the collective or global capacity of knowingly working, intellectual thinking and to deal effectively with the environment. (Salovey and Mayer 1990),

Emotions and Intelligence

For ongoing study emotions and intelligence are the necessary conditions. For these terms a class of these conditions is necessary (Alston, 2009).

Emotions

Emotions include "emotions, emotions, emotion as any movement or affliction of emotion" emotions, in five types of physical changes, reactions and internal emotions, including: anger, sadness, fear, love and love (Goleman, 1995).

Intelligence

Intelligence is individual or collective ability to work deliberately, think logical and efficiently to deal with the environment. " (Salovey & Mayer, 1990). Emotional intelligence skills are very important for human performance and include self-determination, self-determination, sympathy, and social skills, healthy and productive organizations and EIE themselves. (Phipps & Prieto, 2011).

Emotional self-awareness

Nelson and Low (2011), this is the ability to "safeguard others and secure trust and relationships in relationships, to learn the purpose of self-emotional self" how to feel more comfortable with others. Through actions such as training, meditation and newspapers, the behavior of behavior in players proves effective (Shields, 2009).

Self-regulation

Self-regulation focuses on exiting your learning environment; Research shows that high levels of high regulatory development are linked to the development of sports skills and the development of junior in senior competition. As a player, there is a lot of things waiting for you in your games, such as difficulties, travels, injuries, or diseases, and to increase pressure. Effective process to improve the self-regulation completion helps you to meet these demands, as well as help you improve the wisdom and performance of field off and off. (Meyers ,2007)

Hypotheses

Following hypotheses formulated from the literature review and conceptual frame work of the study

H_{A1}. There is no significant difference between the emotional self-awareness of athletes and non-athletes at college level.

H_{A2}. There is no significant difference between athletes and non-athletes in self-regulation skills at college level.

Materials and Methods

Population

The population of this research study comprise of athletes and non-athlete at college level in district Bhakkar of Punjab province. There is total 6 female degree colleges in district bhakkar.

Sampling and Sample Size

The population of this research study comprise of the athletes and non-athlete of government College's level in district Bhakkar of Punjab province. As the study deals with vast number of population (6 female colleges) and it would be unmanageable to contact all of them. Hence, the researcher will confine study to a stipulated number of respondents (10%) through the process of sampling techniques. The researcher will select all female college of district Bhakkar and 10% respondent will take from each college through convenient sampling techniques.

Procedure of Data Collection

The researcher will personally distribute the " Emotional intelligence questionnaire " among the respondents and will collect back after filling by them. In this regard research ethics will strictly be followed by the researcher.

Results and Discussion

This particular chapter deals with the presentation of data in the shape of tables, charts and interpretation. The main purpose of the study was to compare the emotional intelligence of female athletes and non-athletes at college level. The objectives of the study were, to assess the perception of athlete about Effect of emotional intelligence on athlete performance, to assess the perception of Non athlete about Effect of emotional intelligence on athlete performance and to compare the mean difference among the perception of athletes and non-athletes about impact of emotional intelligence on athlete performance.

To achieve theses above mentioned objectives the researcher developed questionnaires for athletes and non-athletes. Three different sections were entertained in this particular chapter the chapter a deals the demographic information of the respondents in respect of their locality, category, game-wise and father's income of athletes and non-athletes.

The second section b deals with the complete presentation of likert type questionnaire with frequencies and percentages with special reference to the stand of majority group of respondents against each item. The section c will deal with the testing of hypotheses, the set alpha level for the testing of hypotheses was 0.05 (sampling error I) and t-test and ANOVA (Analysis of Variance single factors) was used to test the hypotheses.

The collected data through questionnaire tabulated and summarized as follows

Table 1
Frequency and percentages regarding athletes and non-athletes

Athletes and non-athletes response	Frequency	Percent	Valid %	Cumulative %
Athletes	350	50.0	50.0	50.0
Non-Athletes	350	50.0	50.0	100.0
Total	700	100.0	100.0	

The above table depicts the frequency, percentages, valid percentages and cumulative percentages of the sampled population. The number of athletes was 350(50%) and non-athletes also 350(50%).

Table 2
Item wise frequencies and percentages of “Emotional Intelligence” scale on the basis of Athletes responses

Statements	Strictly Does not apply	not apply	Applies half the time	Apply	Always applies
I am an excellent listener	1 (0.2%)	7 (2.0%)	74 (21.1%)	167 (47.7%)	101 (28.8%)
People are the most interesting thing in life for me	35 (10.0%)	58 (16.5%)	83 (23.7%)	79 (22.5%)	95 (27.1%)
I never interrupt other people's conversations	4 (1.1%)	13 (3.7%)	73 (20.8%)	190 (54.2%)	70 (20.0%)
I need a variety of work colleagues to make my job interesting	15 (4.2%)	24 (6.8%)	124 (35.4%)	134 (38.2%)	53 (15.1%)
I like to ask questions to find out what it is important to people	19 (5.4%)	22 (6.2%)	108 (30.8%)	124 (35.4%)	77 (22.0%)
I see working with difficult people as simply a challenge to win them over	11 (3.1%)	27 (7.7%)	111 (31.7%)	131 (37.4%)	70 (20.0%)
I am good at reconciling differences with other people	18 (5.1%)	31 (8.8%)	72 (20.5%)	162 (46.2%)	67 (19.1%)
I generally build solid relationships with those I work with	11 (3.1%)	27 (7.7%)	86 (24.5%)	108 (30.8%)	118 (33.7%)

The view point of athletes of college level students regarding the effect of social skills through various questions according to the above mention table. The 1st statements “I am an excellent listener”, most of the athletes were Apply were responses 161(47.71), remaining were against to the statements in different category and weighted respectively, always apply 101(28.86), 74(21.14) were applies half the time, 7(2.00) not apply and 1(0.29) were does not apply.

Similarly in this table the second questions respondents’ responses upon “People are the most interesting thing in life for me”. most of the non-athletes were always Applies were responses 95(27.14), remaining were against to the statements in different category and weighted respectively, applies half the time 83(23.71), 79(22.57) were apply, 58(16.57) not apply and 35(10.00) were does not apply. In the same way the statement “I never interrupt other people's conversations” Majority of the non-athletes were Apply were responses 190(54.28), remaining were against to the statements in different category and weighted respectively, always Apply 70(20.00), 73(20.86) were applies half the time, 13(3.71) not apply and 4(1.14) were does not apply.

In the same way we come out to the next statement “I need a variety of work colleagues to make my job interesting” most of the respondents were apply and they responses 134(38.28), remaining were against to the statements in different category and weighted respectively, Applies half the time 124(35.43), always applies were 53(15.14), 24(6.86) were not apply and 15(4.29) were does not applies.

The Statement “I like to ask questions to find out what it is important to people” most of the respondents were apply and they responses 124(35.4), remaining were against to the statements in different category and weighted respectively, Applies half

the time 108(30.86), always applies were 77(22.00), not apply were 22(6.29) and 19(5.43) were does not applies.

The statement "I see working with difficult people as simply a challenge to win them over" Majority of the respondents response were there respectively apply were 131(37.42), 111(31.71) were applies half the time , 70(20.00) athletes response regarding this statement were always apply, 27(7.71) not apply, does not apply were 11(3.14).

Second last statement of this section is "I am good at reconciling differences with other people" Majority of the respondent's response were apply 162(46.28) other respondents response were less Apply half the time 72(20.57) while always applies were 67(19.14), not Apply were 31(8.86) and does not apply were 18(5.14). Final and the last statement of this section is "I generally build solid relationships with those I work with" Majority of the respondent's response were always apply 118(33.71) other respondents response were less Apply 108(30.85) while applies half the time were 86(24.57), not Apply were 27(7.71) and Strictly does not applies were 11(3.14)

Table 3
Hypothesis of testing on the basis of Group

Testing of variable	Groups	N	Mean	Std.	T	Df	Sig
Self-Awareness	Science	468	3.2062	.60649	-.407	(1,698)	.684
	Arts and Humanities	232	3.2254	.55250			
Managing Emotions	Science	468	3.2062	.60649	-.407	(1,698)	.684
	Arts and Humanities	232	3.2254	.55250			
Emotional Intelligence	Arts and Humanities	232	3.1900	.66490	.427	(1,698)	.670
	Science	468	3.2354	.54426			
	Arts and Humanities	232	3.2173	.49025			

$\alpha=.05$

The above table shows that there is significant difference between Science Arts and Humanities in self-awareness score since, $t(1,698)=-.407$, $Sig.=.684 < \alpha=.05$. Science ($M=3.20$, $SD=.606$) assume to be better than Arts and humanities ($M=3.22$, $SD=.552$) in self-awareness. Similarly there is significant difference between Science Arts and Humanities in Managing emotions score since, $t(1,698)=-.407$, $Sig.=.684 < \alpha=.05$. Science ($M=3.20$, $SD=.606$) assume to be better than Arts and humanities ($M=3.22$, $SD=.552$) in Managing emotions.

On the same way there is significant difference between Science Arts and Humanities in Motivation oneself score since, $t(1,698)=-.372$, $Sig.=.710 < \alpha=.05$. Science ($M=3.18$, $SD=.677$) assume to be better than Arts and humanities ($M=3.20$, $SD=.578$) in Motivation oneself. In the same way there is significant difference between Science Arts and Humanities in Social skill score since, $t(1,698)=-.1592$, $Sig.=.112 < \alpha=.05$. Science ($M=3.27$, $SD=.681$) assume to be better than Arts and humanities ($M=3.19$, $SD=.664$) in Social skill. In the same way there is significant difference between Science Arts and Humanities in Emotional intelligence score since, $t(1,698)=-.427$, $Sig.=.670 < \alpha=.05$. Science ($M=3.23$, $SD=.544$) assume to be better than Arts and humanities ($M=3.21$, $SD=.490$) in Emotional intelligence.

Discussion

Main purpose of the study was comparing the Emotional Intelligence of Athletes and Non-Athletes at college level. The researcher was found that there was significant difference between the emotional self-awareness of athletes and non-athletes at college level. The researcher also found that I realize immediately when I lose my temper and I feel stress. The research in link and in line Takšić et al, (2005) have established that athlete and non-athlete in sports have a superior emotional attitude than regular athletics, but the only difference is the ability to express and name emotions.

The researcher also found that the researcher found that there is significant difference between athletes and non-athletes in self-awareness, Athletes assume to be better than non-athletes in self-awareness and another statement researcher further elaborated that When I am being 'emotional' I am aware of this and I feel anxious and usually can account for the reason anger 'go' quickly so that it no longer affects me. Stein and Book (2000) portray that ability to use life effectively represents a combination of knowledge, which involves anxiety, self-confidence, sympathy and difficulty.

According to experts, "emotional intelligence helps predict success because it reflects how a person feels instant knowledge by measuring emotional intelligence on how ordinary feeling and the ability to go ahead in the world is estimated. In other findings the researcher found that there is significant difference between Science Arts and Humanities in Managing emotions Science assume to be better than Arts and humanities in Managing emotions. Empathy is an important element of healthcare professionals and patient communication and is a key feature of emotional intelligence.

Conclusion

The study was conducted to a comparative study of college level female athletes and non-athletes for their emotional intelligence and role of sport in the development of emotional intelligence in district bhakkar. The scale was developed on the different valid and reliable statement and the respondents' athletes and non athletes filled this questionnaire in appropriate time. The study was descriptive in nature and objective were achieved and presented in data analysis.

On the basis of data analysis and findings of the study the researcher assumed that there is significant effect of different aspects such as social awareness and self-regulation participation at college level in district Bhakkar. Sound management of relations is an element of Emotional Intelligence. It is actually the ability to handle our emotions and our relations in a way that leads to sweet coexistence. Athlete who have Emotional Intelligence create within their family, friends and work safe, functional, relieving relations.

Recommendations

Due to the researcher limitations some of the spaces remain in this particular area of interest however the researcher recommended for the future researcher that,

1. Impact of sports and games on females' athletes and non-athlete's health and social life.
2. Study to design the awareness of self-regulation skills among athlete and non-athlete at college level is better quality of life, because a lower risk of a diversity of diseases and emotional profit are the results of regular physical activity.
3. Effectiveness of physical activities on the health problems for working women.

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