Analysis of Emotional Intelligence among Hockey Players in Relation to their Positional Play

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Abstract

This study was primarily aimed at identifying the level of emotional intelligence among hockey players in relation to their positional play. The specific objectives of the study is to evaluate the emotional intelligence among the players based on their position wise classification and to examine whether positional play of the group has an influence on E.I or not. Data were obtained directly by using a well framed (valid and tested) questionnaire. The sample size was 90. Sample selected for the study includes hockey players at inter collegiate level in Tuticorin, Tirunelveli and Kanyakumari Districts of Tamlnadu. It was found that the level of emotional quotient of players is dependent of the position wise classification.

Keywords: Emotional intelligence, hockey players, positional play, forwards, midfield, defence).

Introduction

The purpose of the study was to find out the impact of positional play of the Hockey players on Emotional intelligence. Emotional intelligence also called as E.I and often measured as E.I Quotient or E.Q. Goleman popularized the term emotional intelligence and brought it before the mass media[1]. Emotional intelligence may contribute to the quality of players' relationships at game because emotion serve communicative and social functions conveying information about thoughts and intentions and helping to achieve high level performance in sports and games. The ability to manage emotions contributes to favourable social encounters, in part through emotional contagion[2]. Many studies related to Psychological variables such as anxiety, Personality Assessment, Group Cohesion and Aggression among different level as well as elite players are reported[3-5] Sports Psychological studies such as analysis of Self confidence and self concept of players belonging to different games and categories of schools have also been elucidated[6,7]. But studies on emotional intelligence in sports settings are seldom. Hence the researcher took much interest to analyse the EI among Hockey players with respect to their positional play.

Hockey was introduced by the British in the British Indian Regiments who quickly up the game and then it became popular in India. The name 'hockey' must have possibly been derived from an old French word 'hoquet' which means a shepherd's curved stick. A stick and ball game, hockey is played in over seventy countries and in all the five continents. It is a major sport in India and Pakistan. It can be played both indoors and outdoors on either grass land or artificial surface.

The object of the game is to send the ball into the opponent's net, thus scoring a goal. Standard hockey game consists of eleven players on the field including the goal keeper[8]. In field hockey, formation of play with positions of players normally has three lines. First line in the field is offensive line which consists of Forwards and their main task is to penetrate into opponanent's area and to score goals. Whenever the ball comes into the offensive line, the forward players get momentum and by using all their skills to dodge the defensive players to score goals. Next, the midfield line of play, which acts as the linkage between defensive line of play and offensive line of play It has the most efficient and unique players of all the positions. The players of midfield position spreading up to the sidelines to create spaces and passing options. They play the ball from defence to offense up the sidelines. Another important phase of formation is defensive line of play on the field, but the players of this position often go unnoticed though their job is most vital in preventing the attackers of the opponent team from scoring goal. The main task of the players including goal keeper, who play in the defensive line is to support their team members, guard the goal area, and to send the ball out of their defensive area. It was proved that positional play in Hockey team showed tremendous geared impact on physical and mental health of young fellowship course trainees[9]. So the investigator aimed to analyse the impact of position of Hockey players on emotional intelligence in general and impact of emotional intelligence on age wise players in particular.

Objectives: The study is primarily aimed at identifying the level of emotional intelligence among Hockey players in relation in positional play. The specific objectives of the study are i. To evaluate level of emotional intelligence among Hockey players in relation to their positional play. ii. To identify the difference in the emotional intelligence among hockey players in relation to their positional play.

Methodology

In order to achieve these purpose participants were selected and their positions excluding the goalie are classified as forward, midfield and defence in the play field. All these players have the practice of being played in their respective positions during hockey training. The researcher finalized the variables and used a standardised tool for the investigation to study the emotional intelligence and their sub domains such as inter personal, intra personal, stress management, adaptability and general mood of the hockey players in relation to their positional play. The tool comprised five divisions and sixteen sub divisions. The tool was a five point Likert's scale with positive statements with textual response format ranging from "not true of me" to "true of me". The validity of the questionnaire was tested by a pilot study. Expert's opinion was also drawn to develop the questionnaire. Data were obtained directly by using a well framed questionnaire. The sample was collected from 9 teams each of 10 players except the goalie from Southern districts of Tamilnadu such as Tirunelveli, Tuticorin and Kanyakumari. Out of 90 respondents 36 respondents come under the group of forwards position, another 27 respondents come under the group of midfields position and the rest of the 27 respondents belong to the group of defence position. The collected data were analyzed with the help of mean, standard deviation, 't' test, ANOVA and Chi-square test.

Table-1 shows the levels of emotional intelligence of hockey players irrespective of their positional play.

Table-1
Level of E.I. for all respondents

Variable	Low level		Medium		High level	
	No.	%	No.	%	No.	%
Emotional	19	21.11	55	61.11	16	17.78
Intra personal	17	18.89	58	64.44	15	16.67
Inter personal	13	14.44	59	65.56	18	20.00
Stress	16	17.78	58	64.44	16	17.78
Adaptability	13	14.44	62	68.89	15	16.67
General Mood	14	15.56	63	70.00	13	14.44

It could be seen from Table-2, out of 90 hockey players, 19 (21.11%) come under the category of low level emotional intelligence, 55 (61.11%) fall under the category of medium level emotional intelligence and 16 (17.78%) are in the category of high level emotional intelligence. 17 (18.89%) come under the category of low level intra personal, 58 (64.44%) fall under the category of medium level intra personal and 15 (16.67%) are in the category of high level intra personal. 13 (14.44%) come under the category of low level inter personal, 59 (65.56%) fall under the category of medium level inter personal and 18 (20%) are in the category of high level inter personal. 16 (17.78%) come under the category of low level stress management, 58 (64.44%) fall under the category of medium level stress management and 16 (17.78%) are in the category of high level stress management. 13 (14.44%) come under the category of

low level adaptability, 62 (68.89%) fall under the category of medium level adaptability and 15 (16.67%) are in the category of high level adaptability. 14 (15.56%) come under the category of low level general mood, 63 (70%) fall under the category of medium level general mood and 13 (14.44%) are in the category of high level general mood.

In order to find out whether there is any significant difference in the emotional quotient among hockey players in relation to their positional play the "ANOVA" test is applied.

Table-2
Analysis of Variance of emotional intelligence scores among hockey players in relation to their positional play

S.No	Emotional Quotient	'F'	Table
1	Self- Regard	13.233*	3.020
2	Self- Awareness	1.004	3.020
3	Assertiveness	20.543*	3.020
4	Independence	3.012	3.020
5	Self-Actualisation	12.837*	3.020
	Intra-personal	**14.876***	**3.020**
6	Empathy	6.732*	3.020
7	Social Responsibility	4.561*	3.020
8	Inter Personal Relationship	2.785	3.020
	Inter Personal	**3.005**	**3.020**
9	Stress Tolerance	1.098	3.020
10	Impulse Control	7.056*	3.020
	Stress Management	**1.531**	**3.020**
11	Reality Testing	2.650	3.020
12	Flexibility	5.873*	3.020
13	Problem solving	11.752*	3.020
	Adaptability	**8.087***	**3.020**
14	Optimism	4.691*	3.020
15	Happiness	10.693*	3.020
16	Vigour	12.958*	3.020
	General Mood	**14.764***	**3.020**
	Emotional intelligence	**9.213***	**3.020**

*H_o is rejected at $\alpha = 0.05$.

The calculated 'F' values of emotional intelligence factors namely self-regard, assertiveness, self-actualization, Intra personal, empathy social responsibility, impulse control, flexibility, problem solving, adaptability, optimism, happiness, vigour, general mood and Emotional intelligence (overall) are greater than the table value of 3.020. It indicates that there exit significant differences among the mean scores of Intra personal, empathy, social responsibility, impulse control, flexibility, problem solving, adaptability, optimism, happiness, vigour, general mood and Emotional intelligence (overall) of hockey players in relation to their positional play. Hence the null hypothesis, "There is no significant difference among the mean scores of EI factors such as self-regard, assertiveness, self-actualization, Intra personal, empathy social responsibility, impulse control, flexibility, problem solving, adaptability, optimism, happiness, vigour, general mood and Emotional intelligence (overall) of hockey players in relation to their

positional play is rejected. Table-3 shows hockey players in relation to their positional play and their levels of emotional intelligence.

Table-3
Level of emotional intelligence of hockey players in relation to their positional play

Posi-tions	Level of Emotional Intelligence							
	Low level		Medium		High level		Total	
	No	%	No	%	No	%	No	%
Forward	11	40.74	15	41.67	10	37.04	36	**40.00**
Midfield	8	29.63	10	27.78	9	33.33	27	**30.00**
Defense	8	29.63	11	30.55	8	29.63	27	**30.00**
Total	**27**	**100**	**36**	**100**	**27**	**100**	**90**	**100**

Table-3 reveals that out of 27 respondents having low level emotional intelligence 11(40.74%) are forwards, 8(29.63%) belong to midfields and the remaining 8(29.63%) belong to defence. Out of 36 respondents having medium level emotional intelligence 15(41.67%) are forwards, 10(27.78%) belong to midfields and the remaining 11(30.55%) belong to defence and out of 27 respondents having high level emotional intelligence 10(37.04%) are forwards, 9(33.33%) belong to midfields and the remaining 8(29.63%) belong to defence.

Table-4
Positional Play and level of E.I

Particular	df	Chi-square Value		Result at 0.05 level
		Calculated value	Table value	
Level of Emotional Intelligence in relation to their positional play	4	10.12	9.49	Significant

Table-4 shows that the calculated value of Chi-square is greater than the table value at .05 level of significance. Hence the null hypothesis, "The level of emotional intelligence of hockey players in relation to their positional play is independent based on positions" is rejected. Hence it would be concluded that the level of emotional intelligence of hockey players in relation to their positional play is dependent on positions.

Results and Discussion

As regard to these positions, the respondents were categorized into forwards, midfields and defence. Most of the respondents are at forwards (40%). 30% of the respondents belong to midfield and 30% of the respondents belong to defence. There was no significant difference in mean scores in the sub-components self-awareness, independence, inter personal, relationship, stress tolerance and reality testing. Significant difference was found in self-regard, assertiveness, self-

actualization, empathy, social responsibility, impulse control, flexibility, problem solving, optimism, happiness and vigour.

Respondents 11 out of 36 belong to forwards, respondents 8 out of 27 belong to midfields and respondents 8 out of 27 belong to defence are having low level E.I. Respondents 15 out of 36 belong to forwards, respondents 10 out of 27 belong to midfields and respondents 11out of 27 belong to defence are having medium level E.I. Respondents 10 out of 36 belong to forwards, respondents 9 out of 27 belong to midfields and respondents 8 out of 27 belong to defence are having high level E.I. Most of the hockey players in relation to their positional play are having medium level EI. On the whole the level of EI of players is dependent in relation to their positional play.

Conclusion

The application of EI has got more advantages towards hockey players in relation to their positional play which help them to achieve high level performance in games. Outcome contains broader scales of general health, quality of life, relationship quotient and optimal performance and encourages hockey players to increase trust, to increase the capability of the team to work under pressure. To conclude that Emotional intelligence is positively related with performance and since most of the hockey players in relation to their positional play are at medium level of EI, they may need to focus on development of EI.

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