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A comparative study of emotional intelligence disparities among national-level selected team games officials

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Abstract

Objective: This study aimed to compare the Emotional Intelligence levels of national-level officials involved in selected team games.

Methods: A sample of 20 male (Age: 31.5 ± 8.65 years) national-level officials were selected as subjects. A comparative analysis of emotional intelligence between basketball, football, handball, volleyball, and hockey officials was assessed using the Emotional Intelligence Questionnaire developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar. The questionnaire utilized a five-point Likert scale.

Result: Comparison of the emotional intelligence of national-level officials in selected team games with F-value of 0.91, revealed no significant difference at 0.05 level of significance.

Conclusion: Emotional intelligence among national-level team game officials remains consistent across volleyball, handball, football, hockey, and basketball. These findings imply that emotional intelligence is independent of the specific team sport and does not significantly influence officials at the national level. It highlights the vital role of Emotional Intelligence in facilitating effective emotion management and decision-making, offering valuable insights for enhancing training and performance in sports officiating.

Keywords: Emotional intelligence, national-level officials, self-awareness, team games empathy, self-motivation, emotional stability

Introduction

In the captivating world of team games, national-level officials assume a pivotal role, ensuring fairness and upholding the integrity of the sport. As authoritative figures on the field, their responsibilities encompass interpreting and enforcing the rules of play, making split-second decisions, and adeptly managing conflicts. In such high-pressure scenarios, the significance of emotional intelligence emerges as a vital attribute for effective officiating. Emotional intelligence refers to a form of social intelligence that encompasses the capacity to observe and understand both personal and others' emotions, distinguish between them, and utilize this knowledge to influence one's thoughts and behaviors. Refereeing in sport is a particularly stressful task that requires coping effectively with interpersonal pressures. Emotional intelligence could participate in promoting referees' better adjustment. The relations between emotional intelligence and coping could also discriminate referees according to their level of expertise. (Benoît Louvet & Mickaël Campo 2019) ^[6]. Referees who possess a higher level of emotional intelligence (EI) are better equipped to carry out their roles and responsibilities effectively. They are adept at managing their emotions, which allows them to stay in control and perform with confidence. On the contrary, individuals with lower EI tend to experience more anxiety, struggle to recognize their own strengths, and find it challenging to stay focused on the task at hand. After thoroughly reviewing a decade's worth of research on emotional intelligence in sports, it becomes evident that EI plays a crucial role in referees' performance and overall well-being. Understanding the impact of emotional intelligence on national-level officials in selected team games holds immense significance for various reasons. First and foremost, emotional intelligence plays a pivotal role in shaping the efficacy of these officials. Through heightened self-awareness, they can regulate their emotions and maintain composure, even amidst the intensity of competitive sports. This heightened self-awareness extends to perceiving the emotions of players and

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coaches, enabling officials to respond empathetically and with tactful sensitivity. Referees face various pressures from players, coaching staff, spectators, and fellow referees, making it crucial for them to excel in different areas of expertise. While all these areas require mastery, psychological skills, despite their significance, are often disregarded when it comes to referee training. Referees must recognize the importance of honing their psychological abilities as they navigate the challenging dynamics inherent in their role. Moreover, officiating in team games often transpires in an emotionally charged environment, where the atmosphere can sway the dynamics of a match. Emotional intelligence empowers officials with the indispensable interpersonal skills needed to effectively communicate and navigate these emotionally charged scenarios, thereby fostering a climate of fair play and mutual respect among all stakeholders. Furthermore, the interplay between emotional intelligence and officiating excellence forms a captivating domain for exploration. By diligently examining emotional intelligence levels among national-level officials across various team games, researchers can shed light on potential variations and their consequential impact on the quality of officiating. Understanding how emotional intelligence influences decision-making and interactions stands to offer valuable insights to enhance the overall sports experience. As the world of sports continues to emphasize ethics and sportsmanship, the importance of emotional intelligence in officiating cannot be disregarded. This research paper endeavors to contribute to the scholarly understanding of emotional intelligence's role in shaping the dynamics of national-level officials in selected team games. By illuminating the significance of emotional intelligence in fostering fair play and effective decision-making, this study aspires to enrich the sports experience for all participants and enthusiasts alike, ultimately promoting a culture of respect, integrity, and sportsmanship in society. Therefore, the aim of the present study was to compare the emotional intelligence profile of national –level officials involved in selected team games. The authors hypothesized that there will be significant differences among the national level officials of selected team games in relation to emotional intelligence.

Materials and methods

Participants: A sample of 20 male (age: 31.5 ± 8.65 years) National-level officials from basketball, football, handball, volleyball and hockey were selected using purposive sampling for the study.

Ethics and consent

The participants were informed about the procedure of the assessment. Thereafter, informed consent forms were signed by the participants via google form. To safeguard their privacy, the researcher ensured that all personal information and responses remained strictly confidential and were used solely for research purposes.

Procedure

The emotional intelligence of the officials was assessed using the Emotional Intelligence Questionnaire developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar. The Questionnaire consists of ten factors: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour. The reliability of the scale was pre-validated. All items were related to variables under focus, therefore, the scale had high content validity. To find out the validity from the coefficient of reliability, the reliability index was calculated, which indicated high validity. The questionnaire utilized a five-point Likert scale, with each answer scoring 1 to 5 points (i.e., strongly disagree and strongly agree) to evaluate various aspects of emotional intelligence in the officials. Scoring for each domain and sub-domains was separately calculated, and the total score is the sum of all ten factors. The minimum and maximum scores for each domain were 1 and 5, respectively, with the total scores ranging from 34 to 170. Individuals with high scores were considered to possess high emotional intelligence.

Statistical analysis

Descriptive characteristics of the subjects are reported as mean and standard deviation. The data's normality was evaluated using the Shapiro-Wilk test. One-way analysis of variance (ANOVA) was employed to compare emotional intelligence levels of selected team games. The statistical analyses were performed using version 20 of IBM SPSS. The level of significance for the statistical analysis was set at 0.05.

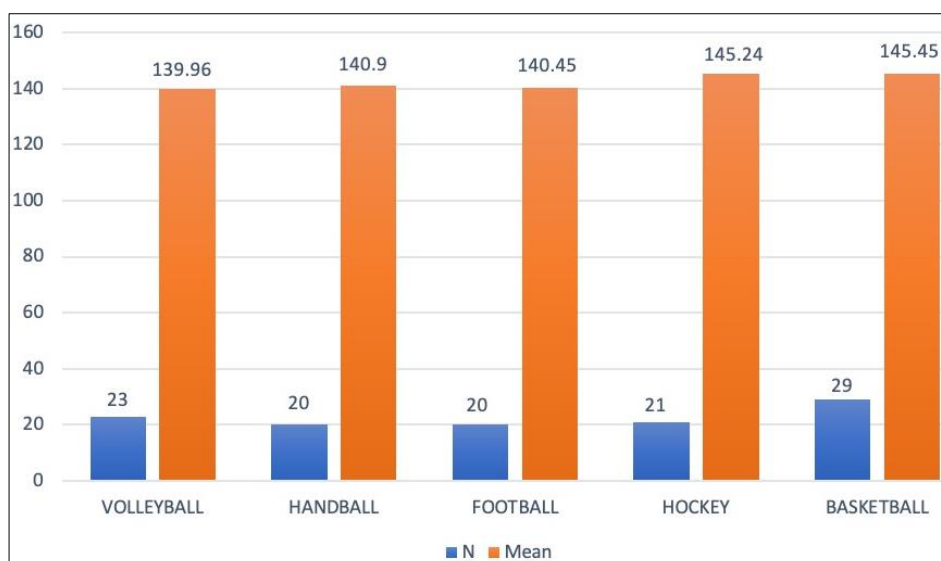


Fig 1: Descriptive Statistics of Selected Team Games.

Results

The objective was to compare the emotional intelligence of national level team games officials. The officials belonged to five games, such as, volleyball, handball, football, hockey, basketball. Thus, the data was analyzed with the help of one-way ANOVA and the results are given in table no 1.

Table 1: One way ANOVA Table for emotional intelligence of national level team games officials

Source of Variance	df	SS	MSS	F-value	Sig.
Between Groups	4	692.39	173.10	0.91	0.46
Within Groups	108	20510.68	189.91		
Total	112	21203.08			

From Table 2, it can be seen that an F-value of 0.91 is not significant. It shows that mean scores of emotional intelligence of national level team games officials belonging to volleyball, handball, football, hockey, and basketball did not differ significantly. So, there is no significant influence of emotional intelligence on team game officials of national level. Therefore, emotional intelligence of national level officials was found to be independent of selected five games.

Discussion

The aim of the study was to compare the Emotional Intelligence levels of national-level officials involved in selected team games. The findings of this study showed that emotional intelligence did not show any significant differences among the national-level officials in selected team games. It is possible that no significant changes were seen as externalors such as environmental conditions, participants' personal experiences, or situational influences, were not accounted for in the study and which might have influenced the outcomes. There might be other variables that you did not consider in your study that could play a significant role. Exploring new variables or adjusting your research focus could lead to different outcomes. Another possible reason might be the similarity in stimulus as all were team games and have similar kind of game situations that officials face on the field. This study highlights the need for more investigation in this area. By using alternate study methodologies and including a larger number of people from varied backgrounds, we may be able to find patterns that are not presently discernible.

Conclusion

In conclusion, this study compared Emotional Intelligence (EI) levels among national-level officials of selected team games. Results showed no significant difference in EI scores among Basketball-Volleyball, Basketball-Football, Basketball-Handball, Basketball-Hockey, Football-Handball, Football-Hockey, Football-Volleyball, Handball-Hockey, Handball-Volleyball, Hockey-Volleyball. This highlights EI's consistent impact on sports officiating regardless of the game, emphasizing its importance for effective emotion management and decision-making which is valuable for training and performance enhancement.

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