

Comparison of creativity and emotional intelligence between basketball and volleyball players

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■ ABSTRACT

The purpose of the study was to compare the creativity and emotional intelligence between basketball and volleyball players of intercollegiate competition. The objective of this study was to find out whether there was any significant difference in the creativity and emotional intelligence of intercollegiate competition of basketball and volleyball players. For this study 60 players (30 basketball players and 30 volleyball players) were selected as a sample. The required data were collected from Intercollegiate competition level of S.G.B. Amravati University, Amravati basketball and volleyball players. Subjects were selected using simple random sampling method for this study. For the study selection was based on (1) Creativity questionnaire developed by Anne de A Echevarria (2) Questionnaire of “Emotional intelligence scale for sports person (EISS 2005” Rajitha Menon A. and Jayshree Acharya, to assess the creativity and emotional intelligence measure and compared with the basketball and volleyball players. To find out the significant difference between basketball and volleyball players ‘t’ test was employed at 0.05 level of confidence. The statistical data revealed that there was no significant difference, moreover, from the mean values, creativity and emotional intelligence of basketball and volleyball players students.

■ **Key Words** : Creativity, Emotional intelligence, Basketball and Volleyball players

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There are too many physical and psychological aspects which play vital role in our day to day life. Creativity and emotional intelligence come under these psychological aspects. Games and sports are the laboratory for us to invent our creativity and emotional intelligence. They provide us a base in order to discover, polish and strengthen our creativity and emotional intelligence. These creativity and emotional intelligence lead us to the glory.

It is the creativity, emotional intelligence and presence of mind which differ or make one player superior to another at international level where every player has roughly similar standard. Creativity refers to the phenomenon whereby a person creates something new (a product, a solution, a work of art etc.) that has some kind of value. What counts as “new” may be in reference to the individual creator, or to the society or domain within which the novelty occurs. What counts as

“valuable” is similarly defined in a variety of ways.

Scholarly interest in creativity ranges widely: the relationship between creativity and general intelligence, the mental and neurological processes associated with creative activity, personality type and creative ability, creativity and mental health, creativity in education and ways of fostering creativity through training and technology.

Creativity requires whole-brain thinking, right-brain imagination, artistry and intuition, plus left-brain logic and planning. Creativity is fostered in organizational cultures that value independent thinking, risk taking, and learning. They are tolerant of failure and they value diversity. Open communication, a high degree of trust and respect between individuals are crucial.

Creativity is a skill that can be developed and a process that can be managed. Learning to be creative is a kin to learning