

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

a sport. It requires practice to develop the right muscles and a supportive environment in which to flourish. Business leaders are increasingly adopting the principles and practices of art and design to help and build creative muscle in their organizations.

Emotions are so powerful and actually possess the ability to make us sick, as well as provide healing. Emotions are relayed to the immune system through the autonomic nervous system.

Emotional intelligence is part of health and well-being. It is widely accepted around the world as a key element in our success, family life, physical fitness, self-esteem and creativity. Looking for resources on emotional intelligence, however, can be daunting unless you know how to sift through the possibilities. In this section of the web site, we explore mental health and other emotional intelligence resources.

Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic.

Creativity:

Creativity is the ability to generate innovative ideas and manifest them from thought into reality.

Emotional intelligence:

Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Emotional intelligence has the following five dimensions:

Recognizing and expressing emotions:

The ability to identify one's own feelings and emotional states and the ability to express those feelings to others.

Understanding emotions of others:

The ability to identify and understand the emotions of others and those that manifest in response to workplace environment, staff meetings, literature etc.

Making decisions:

The extent to which emotions and emotional knowledge are incorporated in decision-making and/or problem solving.

■ METHODOLOGY

The required data were collected from Intercollegiate competition level of Sant Gadge Baba Amravati University, Amravati basketball and volleyball players. For the purpose of this study, 30 basketball players and 30 volleyball players the subjects were selected by using simple random sampling method. The research scholar selected to the data pertaining to the study of creativity and emotional intelligence were assessed by standard questionnaire and score was noted down in numerical from (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 for the purpose to assess the creativity and emotional intelligence measure and compare the basketball and volleyball players. Before distribution of the questionnaire to the selected subject, they were requested to assemble at place of Intercollegiate competition level of S.G.B. Amravati University, Amravati of basketball and volleyball. After that the subjects were explained the purpose of the study and the method to fill up that questionnaire. The responses of the subjects were converted into numericals with the help of the scoring key and the positive and negative items were recorded separately for each dimension. Items measuring particular dimension positively and as "strongly agree", "agree", "undecided", "disagree" and "strongly disagree" were give the score of 5, 4, 3, 2 and 1, respectively. Apart from this, if required for the test were easily and readily available at the concerned Psychology Center. To compare the creativity and emotional intelligence between the basketball and volleyball players 't' test was also used.

Statistical analysis:

For analysis, the data were collected on selected subjects of 30 basketball players and 30 volleyball players from Intercollegiate competition level of S.G.B. Amravati University, Amravati. The data were collected by administrating creativity and emotional intelligence. Test obtained on the subjects were converted into standard score. The recorded score of each subject in each questionnaire were recorded and converted into 't' score and each 't' score added to give a composite score for each subject. Considering the suitability questionnaire was administrated to collect the data. The data were processed in the specified scoring tables. Mean difference (t ratio) was employed to find out the significant difference, if any between the basketball and volleyball players creativity and emotional intelligence. The raw data were converted into 't' scores and then the 't' scores were added to form a composite score for all the subjects. For comparison of creativity and emotional intelligence between the basketball and volleyball players, 't' test was employed. To test the hypothesis level, significance was chosen at 0.05 level of confidence which was considered adequate for the purpose of the study. The significance difference of creativity between the basketball and volleyball players has been presented in Table 1.

■ OBSERVATIONS AND DISCUSSION

From Table 1, the results revealed that calculated 't' creativity was 0.343 and 't' in emotional intelligence was 0.284 which is less than the tabulated $t_{0.05(58)} = 2.0017$. Hence, there is no significant difference in creativity and emotional intelligence of basketball and volleyball players (Fig. 1).

Table 1: Comparison of means of creativity and emotional intelligence between basketball and volleyball players						
Item	Players	Mean	S.D.	Mean difference	S.E.	't' ratio
Creativity	Basketball	73.93	9.21	0.96	2.819	0.343 [@]
	Volleyball	72.96	8.59			
Emotional intelligence	Basketball	104.70	8.13	0.80	2.812	0.284 [@]
	Volleyball	105.00	9.59			

@ Not significant at P=0.05

Tabulated 't'_{0.05(58)} = 2.0017

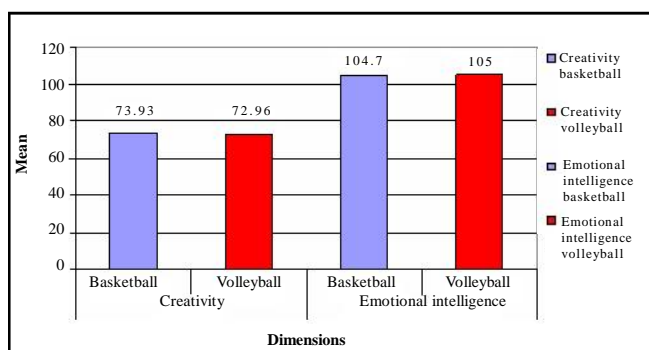


Fig. 1: Comparison of means of creativity and emotional intelligence between basketball and volleyball players

It may be attributed to the fact that both the selected games were very much similar in nature as per as the technique and strategies applied during the play. Both the games demand strong creativity and emotional intelligence in order to cope with the situations faced during the play.

It is well known fact that both the games are team games, main difference in between that basketball is played with the hands where as volleyball with the hands but both the games are very alike in nature *i.e.* dribbling, passing, shooting, tackling and blocking skills, attacking and defensive strategies etc. Hence to exhibit good performance, players must possess strong creativity and emotional intelligence so as to give a correct pass, take appropriate position, dribble effectively, block or tackle appropriately or shoot at the goal successfully.

Hypothesis:

In the beginning of the study, it was hypothesized that there might be no significant difference in creativity and emotional intelligence of basketball and volleyball players. The finding of the study revealed that statistically there were no significant differences in the variables between the selected players of basketball and volleyball game, hence the hypothesis stated earlier is accepted. Tsaousis and Nikolaoou (2005) and Shuk-Fongli *et al.* (2009) have contributed some information related to the present investigation.

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