

Lukosevichyus Martynas

master's degree student

Scientific adviser

Dumciene L. Audrone

doctor of sociological sciences, professor

Lithuanian Sports University

Kaunas, Republic of Lithuania

PECULIARITIES OF EMOTIONAL INTELLIGENCE OF BASKETBALL COACHES

Abstract: this research was aimed to investigate the peculiarities of the emotional intelligence of basketball coaches. The study involved 22 basketball coaches (12 men and 10 women). The concept of emotional intelligence in this research as- the ability to regulate social and emotional behavior. Schutte inventory was used in the study. According to the results of the study, women had significantly ($p < .05$) higher estimates of the perception of emotion and managing other people's emotions of the components of emotional intelligence, while men had higher estimates of managing one's emotions. The component using emotions scores were higher in women, but insignificantly.

Keywords: emotional intelligence, basketball, coaches, women, men.

Лукошэвичюс Мартинас

магистрант

Научный руководитель

Думчене Аудроне Леоновна

д-р социол. наук, профессор

Литовский университет спорта

г. Каунас, Литовская Республика

Аннотация: исследование было направлено на изучение особенностей эмоционального интеллекта тренеров по баскетболу. В исследовании приняли участие 22 баскетбольных тренера (12 мужчин и 10 женщин). Концепция эмоционального интеллекта в данной работе – способность регулировать социальное и

эмоциональное поведение. В исследовании использовался вопросник Шютте. Согласно результатам, женщины имели значительно ($p < 0,05$) более высокие оценки по компонентам эмоционального интеллекта восприятия эмоций и управления эмоциями других людей, тогда как мужчины имели более высокие оценки в отношении управления своими эмоциями. Оценка компонента «использование эмоций» у женщин выше, чем у мужчин, но незначительно.

Ключевые слова: эмоциональный интеллект, баскетбол, тренеры, женщины, мужчины.

Introduction

In this study, we will define the concept of emotional intelligence as knowledge of emotional processes and the ability to use this knowledge to regulate social and emotional behavior (Petrides, 2011; Salovey & Mayer, 1990). For the study, we chose Mayer and Salovey's (1997) model, in which emotional intelligence is defined by four components, such as «the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others» (Mayer, Salovey, & Caruso, 2000). p. 396). According to Joseph and Newman (2010), these components can be hierarchically structured, and the top-level component of emotion management can play an important role in the work environment. During social interaction, emotional intelligence components can be directed toward oneself or others (Salovey & Mayer, 1990). The component of emotional intelligence oriented to others likely contribute more to work outcomes.

Research methods. The study used the Schutte Self-Report Inventory (SSRI) (Schutte et al., 1998),

The Schutte Self-Report Inventory is based on the Emotional Intelligence Ability Model (Salovey & Mayer, 1990) and includes four components of emotional intelligence. These four components of emotional intelligence are a perception of emotions, managing one's emotions, managing other people's emotions, and using emotions (Mayer et al., 2016). This inventory has been chosen because it is one of the most commonly used instruments for assessing emotional intelligence (Laborde, Dosseville,

& Allen, 2016). The Schutte Self-Report Inventory contains 33 items that are rated according to a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). The Lithuanian version of the Self-Report Inventory description is confirmed by the reliability test (Malinauskas & Sniras, 2010; Dumciene, 2020).

The target group for the inquiry was coaches from basketball clubs. The participants' sample consisted of 22 coaches: 12 men and 10 women. All the study participants participated in the study voluntarily, marking the statement in the first questionnaire: «I am participating in the study voluntarily. I have been provided with information on the anonymity and confidentiality of the investigation».

The research data were processed by the computer program IBM SPSS for Windows 22.0. Statistical confidence level $p < 0.05$.

The results of the study are presented in table 1.

Table 1

Estimates of components of emotional intelligence of basketball coaches

Sub-scale	Female ($n = 10$)		Male ($n = 12$)		t
	M	SD	M	SD	
Perception of emotion	3.21	.357	2.84	.296	-3.86**
Managing one's emotions	2.88	.384	3.17	.264	3.35*
Managing other people's emotions	3.37	.327	2.51	.152	-2.96*
Using emotions	2.83	.337	2.58	.338	-1.08

Notes. (M , SD) – mean and standard deviation; t – Student criterion; * – $p < 0.05$; ** – $p < 0.01$.

The results of the study show that three of the four components of emotional intelligence were higher in women than in men, but only two components scored significantly higher ($P < 0.05$). Our results do not contradict the statement of Wijekoon et al. (2017) that women have higher emotional intelligence than men. Meshkat and Nejati (2017) nustatė, that show that the overall level of emotional intelligence between men and women does not differ significantly, but differences have been found in the assessment of individual components.

Список литературы

1. Dumciene A. Emotional Intelligence, Psychological Well-being, and Self-control of Athletic and Non-athletic Postgraduates / A. Dumciene // *Pedagogika*. – 2020. – №140(4). – pp. 77–93.
2. Joseph D.L. Emotional intelligence: An integrative meta-analysis and cascading model / D.L. Joseph, D.A. Newman // *Journal of Applied Psychology*. – 2010. – №95. – pp. 54–78.
3. Laborde S. Emotional intelligence in sport and exercise: A systematic review / S. Laborde, F. Dosseville, M.S. Allen // *Scandinavian Journal of Medicine & Science in Sports*. – 2016. – №26(8). – pp. 862–874.
4. Malinauskas R. Emotional intelligence among future sports pedagogues: Results of an empirical study / R. Malinauskas, S. Sniras // *Science and Processes of Education*. – 2010. – №4(13). – pp. 81–88.
5. Mayer J.D. The ability model of emotional intelligence: Principles and updates / J.D. Mayer, D.R. Caruso, P. Salovey // *Emotion Review*. – 2016. – №8(4). – pp. 290–300.
6. Mayer J.D. Models of emotional intelligence. In R. J. Sternberg (Ed.) / J.D. Mayer, P. Salovey, D.R. Caruso // *Handbook of intelligence*. – Cambridge, England: Cambridge University Press, 2000. – pp. 396–420.
7. Meshkat M. Does emotional intelligence depend on gender? A study on undergraduate English majors of three Iranian universities / M. Meshkat & R. Nejati // *SAGE Open*. – 2017. – №7(3). – pp. 1–8.
8. Petrides K.V. Ability and trait emotional intelligence. In T. Chamorro-Premuzic, A. Furnham, & S. Von Stumm (Eds.) / K.V. Petrides // *The Blackwell-Wiley handbook of individual differences*. – New York, NY: Wiley, 2011. – pp. 656–678.
9. Salovey P. Emotional intelligence / P. Salovey, J.D. Mayer // *Imagination, Cognition, and Personality*. – 1990. – №9. – pp. 185–211.

10. Schutte N.S. Development and validation of a measure of emotional intelligence / N.S. Schutte, J.M. Malouff, L.E. Hall, D.J. Haggerty, J.T. Cooper, C.J. Golden [et al.] // *Personality and Individual Differences*. – 1998. – №25(2). – pp. 67–77.

11. Wijekoon C.N. Emotional intelligence and academic performance of medical undergraduates: a cross-sectional study in a selected university in Sri Lanka / C.N. Wijekoon, H. Amaratunge, Y. Silva, S. Senanayake, P. Jayawardane, U.Senarath // *BMC Medical Education*. – 2017. – №17(1). – pp. 176–187.