

Kemzura Mindaugas

master's degree student

Scientific adviser

Dumciene Audrone

doctor of social sciences, professor

Lithuanian Sports University

Kaunas, Lithuania

PECULIARITIES OF EMOTIONAL INTELLIGENCE OF BASKETBALL PLAYERS OF DIFFERENT LEVELS OF MASTERY

Abstract: *this research aimed to investigate the peculiarities of the emotional intelligence of basketball players of different levels of mastery. The study involved 33 average levels of mastery and 33 high levels of mastery sportsmen. The Schutte Emotional Intelligence Scale (SEIS) was used in the study. The results of this study revealed that appraisal of higher-level mastery basketball players was statistically significant ($p < 05$) higher than sportsmen's average level of mastery. But the optimism ($p < 05$) was higher for the average level of mastery players. No statistically significant differences in overall emotional intelligence estimates were found between average and higher level of mastery basketball players.*

Keywords: *basketball, emotional intelligence, level of mastery, players.*

Кемзура Миндаугас

студентка

Научный руководитель

Думчене Аудроне Леоновна

д-р социол. наук, д-р пед. наук, профессор

Литовский университет спорта

г. Каунас, Литовская Республика

ЭМОЦИОНАЛЬНЫЙ ИНТЕЛЛЕКТ БАСКЕТБОЛИСТОВ РАЗНОГО УРОВНЯ МАСТЕРСТВА

Аннотация: данное исследование было направлено на изучение особенностей эмоционального интеллекта баскетболистов разного уровня спортивного мастерства. В исследовании приняли участие 33 спортсмена среднего уровня мастерства и 33 более высокого уровня мастерства. В исследовании использовалась шкала Шутте эмоционального интеллекта (SEIS). Согласно результатам исследования, у спортсменов более высокого уровня мастерства оценка умений понять и анализировать эмоции значительно ($p < 0,05$) выше, чем у спортсменов среднего уровня мастерства. Оптимизм выше ($p < 0,05$) у спортсменов среднего уровня мастерства, но общий уровень эмоционального интеллекта у обеих групп игроков практически не различается ($p > 0,05$).

Ключевые слова: эмоциональный интеллект, баскетболисты разного уровня спортивного мастерства.

Introduction.

Emotions are an integral part of the competitive experience (Kopp and Jekauc, 2018). Emotions affect perception, cognition, neurophysiology, motivation, behavior, motor expression, subject feelings, and decisions, thereby facilitating or weakening athletic performance (Kopp and Jekauc, 2018; Laborde, Dosseville, and Allen, 2016). Studies have shown that emotional intelligence affects athletes' psychological skills, such as self-confidence and psychological resilience, and can reduce pre-competition anxiety, coaching, sports performances, and factors beyond sports (Magrum, Waller, Campbell, and Schempp, 2019).

Emotionally intelligent people can use the ability to adapt to other people's strategies and contexts to achieve their goals (Ford and Tamir, 2012). Some studies have examined the impact of emotional intelligence on cognitive processes such as decision making and problem solving (Fernández-Berrocal, Extremera, Lopes, and Ruiz-Aranda, 2014). Researchers (Schutte, Schuettpelez, and Malouff, 2001) showed that participants with higher levels of emotional intelligence solved more cognitive tasks and performed better than participants with lower levels of emotional intelligence. emo-

tional intelligence is also important in self-regulatory behavior, which may include impulse control. A high level of emotional intelligence allows you to manage emotions associated with aggression and irresponsible behavior, such as alcohol and drug abuse (García-Sancho, Salguero, and Fernández-Berrocal, 2014). Emotional intelligence is another form of intelligence, and the most widely used theoretical models are the mixed models and the ability model [8]. Mixed models represent emotional intelligence as a combination of mental abilities and personal qualities, such as optimism, motivation, and stress resistance (Mayer, Roberts, and Barsade, 2008). The ability model defines emotional intelligence as the integration of several abilities: the ability to accurately perceive, evaluate, and express emotions; the ability to receive and/or generate feelings when they are conducive to thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer and Salovey, 1997). Data (Checa and Fernandez-Berrocal, 2015) show a negative relationship between the abilities of emotional intelligence, especially the management of emotions, and impulsiveness. The results of the Cowden (2016) study showed that emotional intelligence significantly predicted psychological toughness, and psychological toughness mediated the relationship between emotional intelligence and coping effectiveness among well-performing male athletes engaged in a variety of sports.

It has been established (Cabello and Fernández-Berrocal, 2015) that emotional abilities can be important for training emotional intelligence.

Methods and organization of the study. To identify the features of emotional intelligence, a survey was conducted of basketball players aged 18–40 years from various basketball clubs. The survey used the Schutte Emotional Intelligence Scale (SEIS) (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, et al., 1998). The scale includes 33 statements. Each statement must be rated by the respondent on a five-point Likert scale (from strongly disagree to strongly agree). The methodology is very useful in that it breaks down the assessment of emotional intelligence into four components (Palmer, 2003). These four components of emotional intelligence are: the ability to use positive emotional experiences (optimism), the ability to evaluate and express emotions (social

skills), the ability to understand and analyze emotions (appraisal), the ability to manage emotions (utilization). The questionnaire was designed to help measure respondents' ability to identify, understand, use and independently manage their own and others' emotions (Mayer, Caruso, and Salovey, 2016). The Lithuanian version of the Schutte Emotional Intelligence Scale description is confirmed by the reliability test and gives the reliability coefficient of 0.84 for the overall inventory (Malinauskas & Sniras, 2010).

Respondents in the study took part voluntarily. A total of 66 athletes were interviewed.

The target group for the inquiry was basketball players from basketball clubs. The participants' sample consisted of 33 average levels of mastery and 33 higher levels of mastery sportsmen. 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 $p < .05$.

The results of the study are presented in table 1.

Table 1

The components of emotional intelligence	The level of mastery	<i>M</i>	<i>SD</i>	<i>t</i> (<i>df</i>) = 64	<i>p</i>
Optimism	Average	3.91	0.48	2.347	0.031*
	Higher	3.53	0.52		
Social skills	Average	4.12	0.38	0.718	0.447
	Higher	3.98	0.47		
Appraisal	Average	3.68	0.49	-2.286	0.027*
	Higher	4.29	0.51		
Utilisation	Average	3.91	0.69	-1.044	0.352
	Higher	4.12	0.62		
Overall assessment of emotional intelligence	Average	3.91	0.51	-0.649	0.415
	Higher	3.98	0.53		

Notes. (*M*, *SD*) – mean and standard deviation; *df* – degree of freedom *t* – Student criterion; * – $p < 05$.

The emotional intelligence component optimism of average level of mastery basketball players is statistically significantly ($p < 05$) higher than that of higher levels of mastery basketball players. But basketball players with a higher level of mastery had a significantly higher appraisal score ($p < 05$). Meanwhile, the differences between the scores of components of social skills, utilization, and overall assessment of emotional intelligence were statistically no significant ($p > .05$).

Conclusions. No statistically significant differences in overall emotional intelligence estimates were found between average and higher level of mastery basketball players. Optimism was rated higher by average levels players and appraisal was rated higher by mastery basketball players.

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