

METHOD OF INVESTIGATION

In this chapter, a brief account of Pilot Study, Sampling Technique of the main study, Administration, Scoring procedures of the Assessment Tools and Statistics used are presented.

3.1 PILOT STUDY

A pilot study was conducted a) to construct scales for measuring Emotional Intelligence, Level of Involvement and Achievement Satisfaction b) to establish reliability and validity of these scales.

3.1.1 EMOTIONAL INTELLIGENCE SCALE:

Statements were prepared to measure Emotional Intelligence. The Emotional Intelligence Inventory is a self-reporting inventory, which has 42 open-ended statements. The statements are to be completed with what first comes to the person's mind on reading it. It has four dimensions namely,

1. Self-Awareness
2. Social-Awareness
3. Self-Management
4. Relationship Management

The scale was given to five experts who were asked to rate each item as to whether it has validity or not, for the measurement of Emotional Intelligence. The experts were from the fields of Psychology and Sports.

Their experience in the fields was twenty five years or more. The following are the items in the scale with co-efficient of validity which were calculated for each item following the formula-number of persons agreed with the item as having high validity by total number of experts. It was decided to have 0.60 as the cut off for discriminating the highly valid items from the low ones. Thus the content validity was established.

S.no	Item	Validity
1)	My abilities are	0.70
2)	I feel self-improvement is	0.70
3)	When something is bothering me	0.90
4)	Understanding people's feelings	0.90
5)	When I meet new people I	0.70
6)	When discussing sensitive issues with people I	0.90
7)	When people disagree with me I	1.00
8)	If I know I am not good at what I am doing I	0.80
9)	When I want something I	0.90
10)	When I think about my family relationships I	1.00
11)	If I foresee problems in near future I	0.80
12)	I feel the values of people around me	0.70
13)	When I see people suffering	0.70
14)	Analyzing situations	0.70
15)	When my needs clash with other people's needs I	0.90
16)	When my teammates don't agree with my idea I	0.90
17)	When I receive feedback for my work I	0.90
18)	Being aware of what's happening around me at work is	0.80
19)	When people make mistakes	0.70
20)	When working in a team I	0.70
21)	When I face problems I	0.90

22)	When the environment requires me to change	0.80
23)	Principles in life are	0.70
24)	When in a new environment I	0.90
25)	When someone verbally attacks me I	1.00
26)	When I set goals I	0.90
27)	When I am feeling unhappy I	0.80
28)	When I think about my physical appearance	0.90
29)	When people tell me a secret I	0.90
30)	When I get angry I	1.00
31)	Manipulating people is	0.90
32)	The most important skill of a salesman is	0.70
33)	If I am aware of a training program which could help my colleague I	0.70
34)	Making friends with people I meet is	0.80
35)	My performance at work	1.00
36)	When I am angry at people I	1.00
37)	When I make mistakes	1.00
38)	People work well when	0.90
39)	The best way to make a person do what we want is by	0.80
40)	Maintaining relationships with people around is	0.90
41)	When a person finds it difficult to explain something I	0.80
42)	When someone is upset	0.90

3.1.2 LEVEL OF INVOLVEMENT SCALE

For Level of Involvement Scale, the same procedure which was adopted for Emotional Intelligence scale was followed. Following are the items in the Sports Level of Involvement scale with co-efficient of content validity.

S.no	Item	Score
1	I like to involve myself in team meetings	1.00
2	The victory of the team is more important than mine	1.00
3	At times I feel that I had rather played an individual sport	0.90
4	I usually help my teammates who are in a tough situation	0.90
5	I give suggestions to my teammates on their game	0.80
6	I feel proud to be a part of my team	0.90
7	I feel I don't get the recognition I deserve in my team	0.90
8	My relationship with my teammates is good	1.00
9	I usually voice my opinion on team decisions	0.90
10	My suggestions are often taken in a wrong way	1.00

3.1.3 ACHIEVEMENT SATISFACTION SCALE

For Achievement Satisfaction Scale, the same procedure was followed. Following are the items in the Achievement Satisfaction scale with coefficient of content validity.

S.no	Item	Validity
1	I am happy with what I have achieved so far in my game	1.00
2	The game I have chosen utilizes the best of my skills	0.90
3	Merely playing my sport makes me happy	1.00
4	I feel I have chosen the wrong sport	0.90
5	With regard to my sport I feel happy when I look back at my past	1.00
6	I feel my sport is apt for my thinking styles	1.00
7	I feel my sport is best suited for my body structure	0.90
8	I am happy with my achievements immaterial of what others think	1.00
9	I feel my sport has made a positive impact on my life	1.00
10	My sport is one thing I love to do the most	0.90

3.1.4 INTERNAL CONSISTENCY OF THE SCALES

Since, the co-efficient values for the items in all three scales were above 0.60, all the items were retained. Then these three scales were administered to 50 players of various Sports to find out the internal consistency of the scales.

The internal consistency of the scales was calculated through alpha-co-efficient.

The internal consistency of the test of Emotional Intelligence was 0.75, which implies that the test was reliable.

The internal consistency of the test of Level of involvement was 0.73, which implies that the test was reliable.

The internal consistency of the test of Achievement satisfaction was 0.82, which implies that the test was reliable.

MAIN STUDY

3.2 STATEMENT OF THE PROBLEM

To understand the relationship between Emotional Intelligence, Choice of Sport, Level of Involvement and Achievement Satisfaction of players from different Sports.

3.3 OBJECTIVES OF THE RESEARCH

- i. To determine the relationship between Emotional Intelligence and Achievement Satisfaction of Sports players.
- ii. To assess the relationship between Emotional Intelligence and Level of Involvement of Sports players.
- iii. To assess the relationship between Achievement Satisfaction and Level of Involvement of Sports players.
- iv. To determine if there will be a significant difference in the Emotional Intelligence of players from different Sports.
- v. To ascertain whether there will be a significant difference in the Achievement Satisfaction scores of players from different Sports.

3.4 VARIABLES OF THE STUDY

The variables measured in the present study are 1) Emotional Intelligence 2) Level of Involvement 3) Achievement Satisfaction. Emotional Intelligence is the Independent Variable whereas Level of Involvement and Achievement Satisfaction are dependent variables.

3.5 OPERATIONAL DEFINITIONS

3.5.1 EMOTIONAL INTELLIGENCE

Emotional Intelligence is the ability of an individual to monitor and manage his own emotions and that of others effectively.

3.5.2 LEVEL OF INVOLVEMENT

Level of Involvement is the extent to which a person feels that he belongs with the team and involves himself in team activities.

3.5.3 ACHIEVEMENT SATISFACTION

Achievement Satisfaction is the internal satisfaction of a person of his/her achievements, which does not include the perceptions of the society on the achievements of the individual.

3.6 HYPOTHESIS

1a) There will be no significant relationship between Level of Involvement and the various dimensions of Emotional Intelligence of Badminton players.

1b) There will be no significant relationship between Achievement satisfaction and the various dimensions of Emotional Intelligence of Badminton players.

1c) There will be no significant relationship between Level of Involvement, Achievement satisfaction and Emotional Intelligence of Badminton players.

2a) There will be no significant relationship between Level of Involvement and the various dimensions of Emotional Intelligence of Basketball players.

2b) There will be no significant relationship between Achievement satisfaction and the various dimensions of Emotional Intelligence of Basketball players.

2c) There will be no significant relationship between Level of Involvement, Achievement satisfaction and Emotional Intelligence of Basketball players.

3a) There will be no significant relationship between Level of Involvement and the various dimensions of Emotional Intelligence of Cricket players.

3b) There will be no significant relationship between Achievement satisfaction and the various dimensions of Emotional Intelligence of Cricket players.

3c) There will be no significant relationship between Level of Involvement, Achievement satisfaction and Emotional Intelligence of Cricket players.

4a) There will be no significant relationship between Level of Involvement and the various dimensions of Emotional Intelligence of Football players.

4b) There will be no significant relationship between Achievement satisfaction and the various dimensions of Emotional Intelligence of Football players.

4c) There will be no significant relationship between Level of Involvement, Achievement satisfaction and Emotional Intelligence of Football players.

5a) There will be no significant relationship between Level of Involvement and the various dimensions of Emotional Intelligence of Hockey players.

5b) There will be no significant relationship between Achievement satisfaction and the various dimensions of Emotional Intelligence of Hockey players.

5c) There will be no significant relationship between Level of Involvement, Achievement satisfaction and Emotional Intelligence of Hockey players.

6a) There will be no significant relationship between Level of Involvement and the various dimensions of Emotional Intelligence of Table Tennis players.

6b) There will be no significant relationship between Achievement satisfaction and the various dimensions of Emotional Intelligence of Table Tennis players.

6c) There will be no significant relationship between Level of Involvement, Achievement satisfaction and Emotional Intelligence of Table Tennis players.

7a) There will be no significant relationship between Level of Involvement and the various dimensions of Emotional Intelligence of Tennis players.

7b) There will be no significant relationship between Achievement satisfaction and the various dimensions of Emotional Intelligence of Tennis players.

7c) There will be no significant relationship between Level of Involvement, Achievement satisfaction and Emotional Intelligence of Tennis players.

8a) There will be no significant relationship between Level of Involvement and the various dimensions of Emotional Intelligence of Volleyball players.

8b) There will be no significant relationship between Achievement satisfaction and the various dimensions of Emotional Intelligence of Volleyball players.

8c) There will be no significant relationship between Level of Involvement, Achievement satisfaction and Emotional Intelligence of Volleyball.

9a) There will be no significant relationship between Level of Involvement and the various dimensions of Emotional Intelligence of Sports players.

9b) There will be no significant relationship between Achievement satisfaction and the various dimensions of Emotional Intelligence of Sports players.

9c) There will be no significant relationship between Level of Involvement, Achievement satisfaction and Emotional Intelligence of Sports players.

10) There will be no significant difference between different Sports players on the Self-Awareness dimension of Emotional Intelligence.

11) There will be no significant difference between different Sports players on the Social-Awareness dimension of Emotional Intelligence.

12) There will be no significant difference between different Sports players on the Self-Management dimension of Emotional Intelligence.

13) There will be no significant difference between different Sports players on the Relationship-Management dimension of Emotional Intelligence.

14) There will be no significant difference between different Sports players on Emotional Intelligence.

15) There will be no significant difference between different Sports players on Level of Involvement.

16) There will be no significant difference between different Sports players on Achievement Satisfaction.

3.7 RESEARCH DESIGN

The present research is ex-post facto in nature. It is a systematic empirical inquiry in which there was no direct control of independent variables because their manifestations have already occurred and are inherently not manipulated. Inferences about relations among variables are made, without direct intervention, from co commitment variation of independent and dependent variables. Independent variables are studied in retrospect for seeking possible and plausible relations and the likely effects that the changes in independent variables produce on a single or a set of dependent variables.

3.8 SAMPLING DESIGN

Convenience sampling was used. The sampling was done through visiting the academies of different Sports in Chennai. The total sample size of the research was 206 out of which 39 samples were dropped due to inadequate information. The data had samples from eight different Sports namely, Basketball, Badminton, Cricket, Football, Hockey, Table Tennis, Tennis and Volleyball. The age range of the sample was from 18 to 29. The sample consisted of both genders in certain Sports such as Basketball and Badminton. Sample had players who ranged in participation level from State Level and above. 1) Badminton had 20 samples out which 3 were females, 2) Basketball had 25 samples out of which 8 were female, 3) Cricket had 22 male samples, 4) Football had 16 male samples, 5)

Hockey had 20 male samples, 6) Table Tennis had 20 samples out of which 3 were female, 7) Tennis had 24 samples out of which 3 were females and 8) Volleyball had 20 male samples.

3.9 ASSESSMENT TOOLS USED

The following tools were used in this research.

1. Emotional Intelligence Scale
2. Level of Involvement Scale
3. Achievement Satisfaction Scale

3.10 DESCRIPTION OF ASSESSMENT TOOLS

I. Emotional Intelligence Scale

The Emotional Intelligence Scale is a self-reporting inventory, which had 42 open-ended statements. It had four dimensions namely,

1. Self-Awareness
2. Social-Awareness
3. Self Management
4. Relationship Management

The statements are to be completed with what first comes to the person's mind on reading it.

Administration procedure

After establishing rapport and communicating the purpose of the study, the respondents were made to sit in a quiet environment and were told the instructions as follows “You will find a list of incomplete statements below. Complete these sentences with what comes to your mind first. There are no right or wrong answers. Please do not skip any items”.

Scoring:

The Emotional Intelligence Inventory had 4 dimensions. The dimensions and the items which belong to each dimension are listed below.

Self-Awareness: 1,2,10,17,21,27,28,30,35

Self-Management: 3,8,9,11,22,23,26,29,31,36,37

Social Awareness: 4,12,13,14,18,24,32,40,41

Relationship Management: 5,6,7,15,16,19,20,25,33,34,38,39,42

The scoring for the responses to the statements was done on a 3-point scale. The responses were analyzed and evaluated on the basis of desirable and undesirable responses.

Desirable responses have three categories , the responses are interpreted using either of the categories depending both on the nature of the statement and the response.

Desirable :

TTDIR (A response which implies that the person is "Trying to deal with the issue in a rational way")

ATCC (A response which implies that the person is "Accepting things that can't be changed")

P vs N (A positive or a negative image of oneself or others)

Undesirable:

Actions or thoughts which doesn't make the person to get better or makes conditions worse.

Further to this there was a model-scoring sheet given to another evaluator to evaluate the responses based on these categories. The 3-point scale had criterions to evaluate the responses namely 1 for being negative and being unaware of being negative 2 for not dealing with the issue or being unaware of the issue or for being in denial of the issue 3 for being good at the skill or for dealing with the issue rationally. The model-scoring sheet has been attached in appendix.

The inter rater agreement was found to be 96 percent.

II Level of Involvement Scale

The Level of Involvement scale is a self-reported scale, which consisted of 10 items. Each question has to be answered by giving a score ranging from 1 to 5 where 1 would mean strongly disagree and 5 would mean strongly agree.

Administration procedure

After establishing rapport and communicating the purpose of the study, the respondents were made to sit in a quiet environment and were told the instructions as follows “Please rate the following statements on the basis of the extent to which you agree or disagree to it. There are no right or wrong answers. Please do not skip any items”.

Scoring

All the items were directly scored with strongly disagree being 1 and strongly agree being 5 except for items 3, 7 and 10 which were scored reversely. The maximum score possible is 50.

III Achievement Satisfaction Scale

The Achievement Satisfaction is a self-reported scale consisting of 10 items. Each question has to be answered by giving a score ranging from 1 to 5 where 1 would mean strongly disagree and 5 would mean strongly agree.

Administration procedure

After establishing rapport and communicating the purpose of the study, the respondents were made to sit in a quiet environment and were told the instructions as follows “Please rate the following statements on the basis of the extent to which you agree

or disagree to it. There are no right or wrong answers. Please do not skip any items”.

Scoring

All the items were directly scored with strongly disagree being 1 and strongly agree being 5 except for item 4 which was scored reversely. The maximum score possible is 50.

3.11 STATISTICAL ANALYSIS USED

The statistical methods used for the present study were Karl Pearson’s Product Moment Correlation and Analysis of Variance.

Karl Pearson’s product moment correlation was used to find out the relationship among the variables namely Emotional Intelligence, Level of Involvement and Achievement Satisfaction.

Analysis of variance was used to determine if there was significant variance in the Emotional Intelligence, Level of Involvement and Achievement satisfaction scores of players from different Sports. LSD (Least Significant Difference) post hoc test was used to determine the difference between pairs in the event of there being a significant difference in ANOVA.