DOI: https://doi.org/10.67203/jhpesls.2024.1wnye0o2

Journal of Health, Physical Education, Sports and Leisure Studies, Vol. 8, No. 2, Jan., 2024

RELATIONSHIP BETWEEN PERSONALITY AND EMOTIONAL INTELLIGENCE ON SPORTS PERFORMANCE OF STUDENTS - ATHLETES IN TARABA STATE UNIVERSITY, JALINGO

BY
Baba, N. G.
Department of Physical and Health Education,
School of Undergraduate Studies,
College of Education, Zing, Taraba State, Nigeria.

Abstract

This study was designed to determine the relationship between personality traits and emotional intelligence on sports performance of student-athletes in Taraba State University, Jalingo. The design of this study was a correlational study. The target population of the study are Students of Taraba State University, Jalingo for five elected Faculties 400. Convenient sampling technique was used to select five (5) Faculties consisting of 50 registered Student-athletes with the Sports Unit. The total number of student-athletes male (n=30) and female (n=20). The age of the student-athletes participating in the research range from 19 to 28 years. The mean age of the respondents is 21.5. The instrument used for data collection was Sports Personality Traits Questionnaire and Emotional Intelligence Sports Questionnaire. Data collected were analyzed using descriptive statistics of mean, standard deviation, and percentage count to answer the research questions. Spearman's Correlation Coefficient (rho) tested the only hypothesis and used Statistical Package for Social Sciences (SPSS) version 20 at 0.05 level of significance. Therefore, there is a significant relationship between personality traits and Emotional Intelligence on Sports Performance of Student-athletes in Taraba State University, Jalingo. The result shows that the hypothesis was rejected since there is a significant relationship between personality traits and Emotional Intelligence on Sports Performance of Student-athletes Taraba State University, Jalingo. It was also recommended that coaches, Sports Psychologist, Athletic trainers should employ the use of personality traits and the Emotional Intelligence of Student-athletes place them on training session.

Key Words: Emotional Intelligence, Personality Traits, Sports Performance, Student-athletes.

Introduction

Peak performance is directly related to success in many fields in the area of sports, including academics, and other work endeavors. These areas have competitiveness in common, which is a personality variable. Personality is said to be one of the most widely used predictors of success by Furnham (2018). "The Big Five Factor Model," is known as "The Big Five" personality is divided into five traits: associated with the quality of being receptive to new ideas, opinions, or arguments, characterized by a preference for

engaging socially with others, associated with the ability to put the needs of others before their own, associated with wishing to do one's work or duty well and thoroughly, and associated with a tendency toward experiencing negative affect, including anger, anxiety, self-consciousness, irritability, and emotional instability as recorded by (Gonzalez, 2023).

Accordingly, Piepiora (2020) indicates that sport psychology has long been making impact in the field of sports whether teams or individuals for many years. Many teams around the world have been utilizing mental techniques in the improvement of athletic peak performance. One of the aspects of the field is the determination of future performance through the possibility that elite athletes possess personality (traits) characteristics that make them successful in their particular sport career, and also it has long been attributing successful athletic peak performance to their personality characteristics. McCrae & Costa (2003) reported a study that physically active people differ in conscientiousness from those who do not train and supported in their life career in sports (Allen &Laborde, 2014). Through physical activity, people are able to direct their life goals and ambitions. It has also been proven that sportsmen who train professionally are distinguished from physically active and non-training people with a higher level of extraversion and conscientiousness, and have a lower index of neuroticism (Allen, Greenlees, & Jones, 2011, 2013; Piepiora&Witkowski, 2018; and Piepiora, 2019).

Therefore, sportsmen are distinguished by the quality and quantity of social interactions as well as the level of activity, energy, and the ability to experience positive emotions. Therefore, sportsmen like to surround themselves with people of positive attitude. In addition, they are well organized, persistent, and motivated in activities aimed at achieving the intended goal. Personality trait psychology has been one of the oldest disciplines that mankind has ventured into. The idea of personality generally perceived is that it consists of stable traits that are observable across ages, sex, and cultures. It's thought to influence behavioral patterns of Athletes related expectations, and reasoning respectively (Rhodes & Smith, 2006).

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic. But it can be developed after the characteristics has been bestowed on an athlete through training. Personality is the characteristic sets of behaviors, cognitions and emotional patterns that evolve from biological and environmental factors. Bag and Ghosh (2022) showed that the ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Imagine a world in which you could not understand when a friend was feeling sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ in your overall success in life of an athlete's career (Bag &Ghosh, 2022).

According to Kolkur and Malipatil (2019), it is clear that psychological characteristics differ between more and less effective athletes and teams, Moreover, the ability to mentally prepare is considered a key component of such differences. The optimal level of skills in a championship depends on three factors; physical, skill and mental preparation, it seems that champions' different performance depends on mental preparation, influence of psychology and personality of sportsmen. So it needs to compare the relationship between psychological variables (Personality) in different sports. This matter would help coaches', talented players and direct them to choose a right sports activity, ending to optimal results. This helps coaches to instruct them effectively with accurate contact to demonstrate appreciable Performance. Personality structure has been explained based on different models. (Kolkur&Malipatil, 2019).

Appaso and Ramchandra (2018) indicate that emotional Intelligence has mainly four factors that are intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management. Intrapersonal awareness is the ability to be aware of one's personal and deep knowledge of one's thoughts and feelings. It's a bedrock for emotional learning and getting along with others. The word 'intra' stands for 'self' and hence another word for intrapersonal awareness is self awareness whereas interpersonal awareness stands for social awareness. Social Awareness is your ability to accurately pick up on emotions in other people and understand what is really going on. explain further that personality itself can influence many aspects of sport performance and behavior, some of which may well be out of the athlete's cognitive control. It is important to understand personality if dealing with athletes to promote the best coping strategies and goals to assist in improving their performance (Appaso&Ramchandra). Therefore, it is against this background that this study was designed to determine to the relationship between personality traits and emotional intelligence on sports performance of student-athletes in Taraba State University, Jalingo.

Objective of the Study: The objective of the is to find out the Relationship between personality traits and emotional intelligence on Sports Performance of student-athletes in Taraba State University, Jalingo.

Research Question: What is the relationship between personality traits and emotional intelligence on Sports Performance of student-athletes in Taraba State University, Jalingo?

Ho: There is no significant relationship between personality traits and emotional intelligence on Sports Performance of student-athletes in Taraba State University, Jalingo.

Methodology

The design of this study was a correlational study. The target population of the study was Student-athletes in of five (5) Faculties in Taraba State University. They are as follows: Faculty of Education, Faculty of Sciences, Faculty of Agriculture, Faculty of Languages, and Faculty of Social Sciences, A sample size of 50 Student-athletes was drawn, which composed of male and female. A convenient sampling technique was used to select the 5 Faculties. The total number of student-athletes sampled male (n=30) and female(n=20) with a total sample size of (n=50).

The instrument used for data collection was Sports Personality Traits Questionnaire. The questionnaire has five components, which comprises 45 items in the questionnaire; the components were openness to experience has 7 items, consciousness 10 items, extraversion 10 items, agreeableness 10 items, and neuroticism 8 items and Emotional Intelligence Sports Questionnaire. The Director of Sports Taraba State University, Jalingo was the research assistant who assisted in administering and retrieving the Consent Form and Questionnaires from the respondents. Two days were used to administer the questionnaire (three Faculties on the first day and Two Faculties on the last day). Fifty (50) questionnaires were administered and 49 Questionnaire were retrieved which showed a mortality rate of 1 questionnaire equivalent to 2% of the unretrieved questionnaire. The age of the student-athletes who participated in the research range from 19 to 28 years. The mean age of the respondents is 21.5.

This study was designed to determine the Relationship between Personality Traits and Emotional Intelligence on Sports Performance of Student-Athletes in Taraba State University, Jalingo. Data collected were analyzed using Spearman's (rho) Correlation Coefficient, tested the only hypothesis and used Statistical Package for Social Sciences (SPSS) version 20 at 0.05 level of significance. Research Question: What is the relationship between personality traits and emotional intelligence on Sports Performance of student-athletes in Taraba State University, Jalingo?

Mean and Standard Deviation of Personality Traits and Emotional Intelligence on Sports Performance of Student-athletes in Taraba State University, Jalingo.

	N	MEAN	SD
Personality Traits	49	1,4526	1.84157
Emotional Intelligence	49	3,1436	0.30767

Table 1 shows mean and Standard deviation of Personality traits and Emotional Intelligence of Student-athletes in Taraba State, Jalingo. Personality traits N 50 with the mean of (7.4526) and standard deviation of (1.84157) and Emotional Intelligence N 50 with the mean of (3.1436) and standard deviation of (0.30767). This significant

relationship between Personality traits and Emotional Intelligence on Sports Performance of Student-athletes in Taraba State University, Jalingo. The result shows there is significant relationship between personality traits and Emotional Intelligence on Performance of Student-athletes in Taraba State University, Jalingo.

Hypothesis: There is no significant relationship between personality traits and emotional intelligence on Sports Performance of student-athletes in Taraba State University, Jalingo.

Table 2: Relationship between Personality Traits and Emotional Intelligence on Sports Performance of Student-athletes in Taraba State University, Jalingo.

Item.	Personality Traits.	Emotional Intelligence
Spearman'srho-PersonalitytraitsCorrelationCoefficient.	1,000	-122
Sign. (2-tailed).		-398
N	49	49
EmotionalIntelligence Correlation Coefficient	-122	1,000
Sig. (2-tailed).	-398	
N.	49	49

Table 2 shows the result Spearman's rho on personality traits of N=49 (-.122<0.05) no sig. (2- tailed) of -.398 and Emotional Intelligence of N =49 (-.122<0.05) and Sig. (2- tailed) .398. This indicates that there was relationship existed between personality traits and emotional intelligence on Sports Performance of Student-athletes strong. Therefore, there is a significant relationship between personality traits and Emotional Intelligence on Sports Performance of Student-athletes in Taraba State University, Jalingo. The result shows that the hypothesis was rejected since there is a significant relationship between personality traits and Emotional Intelligence on Sports Performance of Student-athletes in Taraba State University, Jalingo.

Discussion

The aim of this paper was to determine the relationship between personality traits and Emotional Intelligence on Sports Performance of Student-athletes in Taraba State University, Jalingo. The findings of the comparative study conducted by Zamanian, Haghighi, Forouzandeh, Sedighi, &Salehian (2011) was in line with the finding that 'the subscales of problem solving, emotional self-awareness, interpersonal relationship, optimism and self-regard were significantly higher in athletes than non-athletes which implicate that sportspersons have more clear perception of their personality, including strengths and weaknesses. Self-motivation is significantly higher in sports persons than non-sports persons. Similar results by the study of Mouratidis&Michou (2011) indicated that the self and controlled motivation of the sportspersons is higher in comparison to non-sportspersons'. Emotional stability is significantly higher in sports persons than non-

sports persons similar were the results of the study of Dalbara & Agyajit (2013) reported that the differences between sports persons and non-sports persons were found on the trait of emotional stability where the difference was significant and the sports persons were found to be better on this trait which means that the ability to remain stable and calmness even in tough situations is higher in sports persons. The comparative analysis of the mean scores of both groups suggest that the team activities practitioners are having the positive personality traits and good emotional intelligence when compared to the individual game practitioners who lack the positive personality traits and less emotional intelligence (Mouratidis & Michou (2011).

Similar to this findings of the study conducted by Appaso and Ramchandra (2018) indicated that the comparison of Sportsman Personality between the students living in urban and rural areas. The mean score of Sportsman Personality of the students living in rural area is 19.95 with 11.256 SD (log10 values mean 1.2245 with 0.27146 SD) and the Mean score of the students living in urban area is 22.44 with 11.235 SD (log10 value mean 1.2825 with 0.26958 SD). The 't' value for the difference between these two groups is 1.16 with 116 df, this 't' value is less than the minimum needed value for significance (1.96) having no significance. In other words, there is no significant difference between sportsman personality of students living in urban and rural areas. Thus, the hypothesis was rejected.

In respect to emotional intelligence depending on the age at which dancers entered the world of dance, those who began at a later age (19-23) had higher marks in the dimensions of emotional hereto-regulation, self-regulation and in emotional utilization. These data corroborate the findings of, who point out that it is easy to become aware of how important it is for professional athletes to work properly on emotional intelligence in order to improve their result. Emotional Intelligence use correlates significantly and negatively with conscientiousness and responsibility and agreeableness; in other words, persons who are capable of using their emotions strategically have higher levels of conscientiousness and agreeableness.

Conclusions

The aim of the current study was to determine the relationship between personality traits and Emotional Intelligence on Sports Performance of Student-athletes in Taraba State University, Jalingo. The findings revealed that there is a significant relationship between personality traits and Emotional Intelligence on Sports Performance of Student-athletes in Taraba State University, Jalingo. The result shows that the hypothesis was rejected since there is a significant relationship between personality traits and Emotional Intelligence on Sports Performance of Student-athletes in Taraba State University, Jalingo. It was concluded among others that Personality traits and Emotional Intelligence could be of help in determining Student-athletes success in Sports performance. Practitioners, such as applied sport psychologists, coaching staff, athletes, and sport

administrators, therefore, need appropriate knowledge of the role of Emotional Intelligence and its relevance for successful performance in major competitions.

Recommendations

Personality traits and Emotional Intelligence should be used to help the Coaches, Sports Psychologist, Athletic trainers and Sports Administrators determine and select Student-athletes.

Coaches, Athletic trainers, Sports Psychologist and Teachers of Physical education should use personality traits and Emotional Intelligence in training Student-athletes for successful Sports participation and profitable performance.

Practitioners, such as applied sport psychologists, coaching staff, athletes, and sport administrators, therefore, need appropriate knowledge of the role of Emotional Intelligence and its relevance for successful performance in major competitions.

Based on such facts, practitioners should promote the implementation of Emotional Intelligence screening and Emotional Intelligence-development programs as an integral part of the training process.

Reference

International Journal of Behavioural Social and Movement Sciences Allen, M. S., &Laborde, S. (2014). The role of personality in sport and physical activity.Curr. Dir. Psychol. Sci. 23, 460–465. doi: 10.1177/0963721414550705.

Allen, M. S., Greenlees, I., & Jones, M. (2011).An investigation of the five factor model of personality and coping behaviour in sport.*Journal Sport Sciences.* 29, 841–850. doi: 10.1080/02640414.2011.565064.

Allen, M. S., Greenlees, I., & Jones, M. (2013). Personality in sport: a comprehensive review. Int. Rev. Sport Exerc. Psychol. 6, 184–208. doi: 10.1080/1750984X.2013.769614.

Appaso, K. A., &Ramchandra, R. S.(2018). Emotional Intelligence and Sportsman Personality among College Students.*The International Journal of Indian Psychology. Volume 6*, Issue 1,2349-3429. DIP: 18.01.005/20180601. DOI: 10.25215/0601.005, http://www.ijip.in | January - March, 2018.

Bag &. Ghosh (2022). Study on relationship between emotional intelligence and personality of individual and team game players. *International Journal of Applied Research* 2022;8(3):87-90. DOI:

Dalbara, S., Agyajit, S., &Sukhraj, S. (2013). A comparative study of sports personology between sports-persons and non sports persons, 2(2), 184-191

Furnham, A. (2018). Personality and occupational success. The SAGE Handbook of Personality and Individual Differences: Volume III: Applications of Personality and Individual Differences, 537–551. https://doi.org/10.4135/9781526451248.n23.

Gonzalez, A. J. (2023). The Relationship Among Personality, Psychological Athlete Factors, and Sports Performance. A Masters Thesis Submitted to The Graduate Faculty of the School of Health Professions of Long Island University, Brooklyn Campus in Partial Fulfillment of the Requirements for the Degree of Master of Arts, January, 2023.

Kolkur, S. S., & Malipatil. R. P. (2019). Comparative study on personality traits and emotional Intelligence between individual and team athletes. *International Journal of Yogic, Human Movement and Sports Sciences* 2019; 4(2): 81-83.

McCrae, R., & Costa, P. Jr. (2003). Personality in Adulthood: A Five-Factor Theory Perspective. New York: Guilford Press.

Mouratidis, A., &Michou, A. (2011). Perfectionism, self-determined motivation, and coping among adolescent athletes. Psychology of Sport and Exercise, 12 (4), 355-367

Piepiora, P. (2019). "Behaviors of professional athletes in terms of the Big Five model due to the type of contact of the sport discipline" in Proceedings of the 14th International RAIS Conference on Social Sciences and Humanities at Princeton; August 19–20, 2019 (Princeton, USA: Research Association for Interdisciplinary Studies (RAIS)), 138–145.

Piepiora, P. (2020). A review of personality research in sport. Pedagogy Psychology of. Sport 6, 64–83. doi: 10.12775/PPS.2020.06.04.007.

Piepiora, P., & Witkowski, K. (2018). Personality traits of competitive athletes according to the type of pressure exerted on opponents. *South African. Journal of Research in Sport Phys. Educ. Recreation* 40, 97–109.

Rhodes RE, Smith NE. (2006). Personality correlates of physical activity: a review and meta-analysis. British journal of sports medicine. 2006 Dec 1;40 (12):958-65.

Zamanian, F., Haghighi, M., Forouzandeh, E., Sedighi, Z., &Salehian, M. H. (2011).A comparison of emotional intelligence in elite student athletes and non-athletes. Annals of Biological Research, 2(6), 179-18.