Comparative Study Of Emotional Intelligence Between Football And Basketball Players

Mr. Naresh Bhoi[1] , Dr. Mohd. Tanveer Khan[2]

[1]Masters of Physical Education, Department of Physical Education, Lovely professional university Phagwara, Punjab.
[2]Associate Professor, Department of Physical Education, Lovely Professional University, Phagwara, Punjab.

ABSTRACT

Aim of the study: "Comparative study of Emotional intelligence between football and basketball players in India". For this study sample selection ware selected randomly in all over Lovely Professional University, Punjab. Total 120 sports players, wherein 60 male and 60 female players have been selected. Emotional intelligence has been measured using questionnaire which was developed by Phillip L. Hun Saker. 2001 which contains 25 items with five sub-factors viz. Self-awareness, motivating oneself, Managing emotions, Empathy, and social skill. ANCOVA test is used to find the difference of Emotional Intelligence between Basketball Game players and Football Game players. Based on the results obtained after data analysis following conclusions were made:

The results showed that there is a significant difference in Emotional Intelligence, Self-awareness, managing emotions, empathy, social skills between Football Game Players and Basketball games. And no difference was found when compared to motivating oneself among Basketball game and Football game.

INTRODUCTION

BASKETBALL- A team sport in which two teams, consisting of five players each, opposing one another on a rectangular court, compete with a primary objective of shooting a basketball through the defender's hoop (a basket in a diameter mounted 10 feet high to a backboard at each end of the court), while preventing the opposing team from shooting through their own hoop.

Basketball is a game of skill. It is also a game of athletic ability and movement. To be a good player, is not only to know the game and have good Basketball skills, but also to be extremely agile improving the ability to move quickly around the court and be a better player. The game is all about movement: whether it is driving by a player on

offense, sliding to defend a dribbler, or going after a loose ball...increasing the quickness and agility gives an edge over the competition. Basketball is a game of movement. It is also a game of stops-and starts. Think about a typical trip down the court as an offensive player: sprint to the offensive end of the floor, hustle 10 or 12 feet across the court to set a screen, roll to the Basket, make a quick move to get open to catch a pass, pass and screen away, cut to the Basket for a potential offensive rebound. It is all about footwork, movement, mobility. The defensive end of the floor requires equal (or even greater mobility and agility). Basketball is an athletic game involving its participants in a range of demanding motor skills. These skills vary in kind from, being able to run quickly with precision and good timing on a small, sometimes congested, court area, to, the fine hand eye coordination skills of catching and dribbling, or, shooting, or, passing what appears to be quite a large Basketball. It also assumes that the players understand and incorporate a set of rules and are prepared not only to be played by them, but to co-operate with others (including their teammates) in order to achieve the aims associated with the game. Basketball, above all is a game about decision making, which implies that its players need to be able to apply their skills in the quickly changing and very variable environment that is the essence of the activity. Basketball players move with a great speed over a limited space. It is one of the most vigorous games and requires a great variety of athletic traits. In the game of Basketball all the movements are involved like passing, throwing, changing the direction quickly, and sudden stop, jumping for rebound, feinting, manoeuvring the opponent while going for offensive move and guarding the opponents in the defensive. All these require rapid movements demanding frequent changes in direction. For one to respond to such a situation, a player should possess good motor fitness, physiological and psychological qualities. Basketball is a highly competitive game and it demands high physical qualities. The prime physical qualities are explosive strength, strength endurance, agility, speed, various coordinative abilities, etc. Height without fitness or technical ability without endurance becomes a liability.

Basketball involves approximately 450 million registered participants from over 200 national federations belonging to the Federation Internationale de Basketball (FIBA). The monetary 2 value of basketball is substantial, particularly in the professional leagues, with the 30 teams in the 2004/05 National Basketball Association (NBA) season in the USA paying its 480 players $US1.68 billion in salaries alone. With considerable international, national, and local pride associated with winning and the monetary rewards available, it is somewhat surprising to find very little published research on basketball preparation and training.

Basketball federations, teams, coaches, players and support personnel are all interested in enhancing the performance of teams and players to improve the likelihood of competitive success. The 2003-2004 NBA regular season had an average point spread of 10.3 ± 6.6 points, indicating that the competitive edge would not need to be large to make a difference between winning and losing a game. A key factor underpinning the dearth of research in team sports is the complexity of quantifying the important elements of these sports. The International Basketball Federation, which was founded in 1932, governs international basketball competition, including the FIBA World Championship and FIBA Women's World Championship. Contested by national teams, these quadrennial championships have been held during the same year since 1986. Other FIBA championships include regional titles for both national and club teams and the FIBA World Club Championship 3 (est. 2010).

BASKETBALL IN INDIA - In India, the game of basketball started its journey in 1930 when it was played for the first time. The first Indian National Championship for men was conducted in 1934 in New Delhi. The Basketball Federation of India (BFI), which controls the game in India was formed in 1950. Throughout history, Indians learned to appreciate the game because of its fast scoring and intense activity from the beginning until the end. Nowadays, it is considered as one of the widely played sports in India. India is one those first few countries in the history of basketball that adopted the game within a few years of its inception and its teams actually consisted of five players on the court. Basketball in India is played in most of the high schools, colleges and universities. There is considerable patronage for the game among the younger generation. Being one of the earliest countries to adopt basketball, India has so far produced numerous talented basketball players, who have earned recognition in the international arena. Indian basketball players have also won several trophies for their country. Basketball in India is mainly being run and managed by a large number of 7 national and state level associations, spread all over India.

FOOTBALL- Football, A globally revered sport, transcends geographical and cultural boundaries as one of the most widely played and passionately followed games. Its magnetic appeal lies in the seamless fusion of technical finesse, tactical brilliance, and the unbridled energy of competition. Played on vast fields with a singular objective — to score goals — soccer demands a diverse skill set, from precise ball control and strategic teamwork to swift, instinctive decision-making. Its universal language fosters a sense of camaraderie among fans worldwide, creating an enduring tapestry of emotions that range from the

euphoria of victory to the resilience forged in defeat. As players navigate the pitch with agility and grace, soccer remains a testament to the power of sport to unite, inspire, and elevate the human spirit.

The game of football is both an art and science. It involves techniques of running, passing, kicking, tackling, blocking, heading, juggling and dribbling. Often all these activities have to be performed at great speed. Though these individual skills are very important but it should not be forgotten that it is a team game and the players have to work together in offence or defence. Therefore, a player must develop his skills and understanding for his contribution as per the demands of the game. The game of football contains physical challenges. Though two players may be equal in their skills but because of different physical and mental response, there can be much difference in their performance. A player must be quick in assessing a situation and in his response. A forward has to decide between pass and shot, defender between marking and covering and a goalkeeper whether to defend, keep standing at the goal or to run forward or sideways. A player may specialize to play in a particular position. It is better if he develops skills necessary for other positions. All players should be aware of both the attacking and defensive principles of game and a player must learn from his own observations and mistakes. Football is a game of constant action and requires continuous adaptation to the changing situations, by the team as a whole as well as by each individual player. Though it is a team game, but there is still ample room for players to display their brilliance through individual skills during the game. At international level football matches tend to attract millions of people to watch them. The game is fast, beautiful, unpredictable and exciting. Among the many reasons that makes the game attractive is scoring of goals during 90 minutes, golden time, penalty shootout, and sudden death. Sports is a worldwide phenomenon.

EMOTIONAL INTELLIGENCE- is defined as the ability to recognize, understand, manage and effectively utilize one's own emotions and the emotions of others. It encompasses several key components, including emotional awareness, empathy, self-regulation, motivation and social skills. Emotional intelligence plays a crucial role in interpersonal relationships, decision making and overall well-being, influencing how individuals communicate, resolve conflicts and navigate social environments. Research indicates that higher levels of emotional intelligence can lead to improved leadership, teamwork and personal satisfaction.

ANXIETY

Human anxiety is a complex thing. We are all interested in understanding it. We want to know why we act and react

as we do. Why do we feel afraid, bad or happy? Some of us are quick in doing things, while others take time before they do any task. Many such questions arise in our minds, because we want to understand human nature, behaviour and experience. The study of anxiety enables us to answer these questions in a scientific manner. The word anxiety refers to the study of human behaviour, and sports anxiety denotes a sub category of psychology that deals with the anxiety of athletes and teams engaged in competitive sports. Sports anxiety is that branch of psychology which is intimately concerned with human anxiety on the play field, both under practice and competitive situation, with a view to bring about qualitative improvement in performance and maintain the same even during the stresses of competition. It is the study of human behaviour in sports settings with an emphasis on the mental aspect of anxiety. According to Browne and Mahoney, "Sports anxiety is the application of psychological principles to sports and physical activity at all level of skill improvement. Sports psychology is an important ingredient of sports training programme and deals with the way in which various psychological states and traits influence sports performance. It is the application of psychology to the issues and problem in the field of sports as the problem of sports persons are quite unique, different, subtle and complex.

OBJECTIVES OF THE STUDY

The objectives of the present research were as under:

1. To know the level of anxiety of national level sport player.
2. To find out differences about level of anxiety of national level of sports players.
3. To find out whether there is any difference among sports persons belonging to different sports selected in study on the selected psychometric parameters
4. To find out whether there is any gender difference on the selected psychometric parameters among sports persons selected in this study.
5. To find out interaction effect of anxiety among different games national level sport players.

LITERATURE REVIEW

DATCU Francisc Remus1 et el. (2022) Study on the relationship between gender and anxiety in team sports games. This study aimed to identify possible differences in competitive anxiety and whether there is gender variability. The study included a total of 118 female and male athletes aged 13-24 years from 3 sports: 62 football athletes (16-female; 46-male), 33 basketball athletes (16-

female; 17-male) and 23 volleyball athletes (15-female; 8-male). All 3 groups were subjected to an assessment aimed at state anxiety The following questionnaire was used for this assessment: Questionnaire for the identification of competitive state anxiety. Hypothesis: There are statistically significant differences in anxiety levels (cognitive and somatic) between athletes in the three sports involved in the research (football, basketball and volleyball).
This study's results show statistically significant differences in competitive state anxiety among the study group, both genders and between the three categories of athletes (football, basketball, volleyball).
Male subjects in this study tend to score higher to lower on competitive anxiety compared to female subjects. Football players have lower levels of competitive state anxiety.
Conclusions: There are differences in anxiety levels (cognitive and somatic).

Dr. Sanjit Sardar et el. (2016) A study of sports competitive anxiety, self concept and self confidence between all India Inter university female players of team and individual game. The purpose of the present study was to determine the Anxiety, Self-concept and Self-confidence between female players of All India University Team and Individual games. To obtain data for this study, the investigator had selected One hundred Twenty (N=120) subjects, out of which sixty (N=60) from Team Game and sixty (n=60) from Individual Game, who were playing in All India University level tournament in session 2015-16. The age of the subjects ranged from 18 to 28 years.

Kanupriya Rawat et el. (2024) on Cross-cultural comparison of sports anxiety among Indian and Polish sports players in a post-COVID world: a pilot study. The results showed that there was a significant difference between the anxiety levels of Indian and Polish athletes $t(73.41) = -4.28$, $p < .001$. The interaction between BMI and total anxiety score between Polish and Indian sports players was significant ($p = .001$). However, no statistically significant interaction was found between frequency of sports training and BMI. Conclusions
The anxiety levels are higher due to higher BMI. These adverse changes in the behavioural area and their effects on physical health also concern young athletes.

Research Methodology
This section contains an explanation of the research process which covers research type, research tools, participants, and data collection procedures. It was a quantitative study, with an open and close-ended questionnaire applied to collect data.

In present research, sample selection ware selected randomly in all over Lovely Professional University, Punjab. Total 120 sports players, wherein 60 male and 60 female players have been selected.

Population

In the present research to measure anxiety of football and basketball players among university sports players who are studying and playing at university level, were randomly selected for the sample.

Selection of Sample

The sample was randomly selected from Lovely Professional Universities of Punjab as per the requirement of research design of this study. Approximately 135 Sample were selected for the research. After disposing off incomplete and unclear details, total 120 samples were selected as per primary planning. The sample was selected from the both gender group 60 Male players and 60 Female players.

Independent Variables:

The present research was designed to study the effects of two independent variables shown as below:

(1) Gender [A]: Male (Boys) Players & Female (Girls) Players

(2) Habitat [B]: Football and Basketball

Dependent Variables:

Score achieved on Anxiety is taken as dependent variables.

Controlled Variables:

The control in situation is very important factor, which affects the result. In the present research study, some steps followed control.

The administration of test was done on all the subjects under possible similar conditions. The test of Anxiety was administered with similar instructions and under the guidance of investigator.

The main control was as under.

1. In the present study total 60 sport players were selected randomly.
2. In this present study sample selection was taken from all the Lovely Professional University, Punjab who plays mentioned two games.
3. Similar Instructions were given to all the students in ideal situations.

Tools

The main purpose of the study is to compare measure Anxiety among national level sports players in relation to Gender and Type of Game. For this purpose, inventory was used Sinha's Anxiety Test. The following tools are used for data collection in current research for data collection purpose.

Anxiety Test

The items of the test were largely constructed on the basis of the symptoms of anxiety reported by those who visited

the Institute of Psychological Research and Service, Patna University for psychological assistance. A few items from the existing tests of anxiety were also incorporated after such modifications as were considered necessary. Thus initially 315 items were prepared in Hindi. These items were given to five judges (all engaged in counselling and psychological testing work) for examining the merit of each item for inclusion in the test of anxiety. They were also asked to score out those items, which they thought were redundant. On the basis of 100% agreement among the judges, 70 out of 315 items were eliminated. For the item analysis of 245 items, the point biserial correlations were computed. Consequently, those 90 items which fulfilled the criterion constituted the test in its final form.

Reliability

The coefficient of reliability was determined by using the product moment correlation was 0.85 and by using Spearman Brown formula was 0.92. Both the values ensure a high reliability of the test.

Validity

The coefficient of validity was 0.62, which is significant beyond 0.01 level of confidence.

Scoring

Sports Competition Anxiety Test (SCAT) Questionnaire prepared by Rainer Martens. The test had widely used for measuring anxiety related to sports situations in most of the advanced countries. The test is reliable and valid. The pre-competition anxiety questionnaire had 15 items out of which 5 were spurious questions which was added to the questionnaire to diminish response bias towards actual test items. These 5 questions were not scored. The subject was instructed to respond to each item according to how he generally felt at the time of competition.

Every student had responding of anxiety on the five-point scale i.e. (1) Extremely low (2) Low (3) Normal (4) High (5) Extremely high. The 10 test items, which were taken for scoring purpose, were 2,3,5,6,8,9,11,12,14 and 15. The remaining items i.e., spurious items, which were not scored out. The scholar to ensure that the subjects responded to every item and there was no question left unanswered scrutinized the completed questionnaire. The items 2,3,5,6,8,9,11,12,14 and 15 were worded in such a manner that they scored accordingly. However spurious questions i.e., 1,4,7,10 and 13 were not scored out as suggested by Rainer Martens. Scores obtained by each subject on each statement were added up which represented one's total score on pre-competition anxiety. Scores obtained on anxiety questionnaire by subjects of various inter universities were added separately and score sheets

evaluated in accordance with the instruction laid down in the manual of the test.

Statistical Analysis

To find out main and interaction effect of three independent variable such as gender, habitat and type of family of adolescent's students on dependent variables Anxiety. In the present study we use descriptive study with survey method.

STATISTICAL TOOLS

In order to assess the Emotional Intelligence score, descriptive statistics were implemented. To determine whether there was a significant difference between different Team Game participants, the "ANCOVA test" was utilized. In order to examine the hypotheses, a significance level of 0.05 was established.

PROCEDURE OF STUDY

In order to enhance subject cooperation, the researcher conducted in-person meetings with each participant, elucidated the objectives of the study, and provided explicit directives concerning the approach to responding to the inquiries. The researcher administered the survey through both online and offline means in order to grade the responses. The researcher conducted an in-person, face-to-face administration of the entire questionnaire. The participant was requested to rate their overall emotions in competitive sports scenarios on a scale of three to five. Their responses to each item were recorded on this scale. The participants reviewed the instructions, attentively scanned each statement, and provided their corresponding answers. The subjects' completed questionnaires were gathered and subsequently scored in accordance with the scoring key. On average, it required an individual eight to ten minutes to complete the test. Using the statistical application SPSS, the collected data were subsequently analysed to produce the results for this study.

DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

This study aims to evaluate and contrast the social skills and self-awareness, emotion management, and motivational aspects of emotional intelligence (Emotional Intelligence) exhibited by participants in Basketball and Football games. The researcher will conduct a statistical analysis of the original data utilizing SPSS, a statistical software application.. For the purpose of comparing the two groups, the ANCOVA test will be utilized.

ANALYSIS EMOTIONAL INTELLIGENCE

Descriptive Statistics

Table No.1 Descriptive statistics of Self Awareness between Basketball games and Football Game Players

GAME	MALE	FEMALE	N	MEAN	SD
FOOTBALL	30	30	60	17.5	3.62
BASKETBALL	30	30	60	20.1	3.31

The descriptive statistics for the self-awareness of Basketball and Football game players are presented in Table 1. Team Game participants have a lower degree of self-awareness than Basketball Game participants. Basketball Game participants have a significantly higher mean score of 20.1 than Football Game participants, whose mean score is 17.5.

Table No.2 Descriptive statistics of Managing Emotions between Basketball games and Football Game Players

GAME	MALE	FEMALE	N	MEAN	SD
FOOTBALL	30	30	60	17.21	4.41
BASKETBALL	30	30	60	19.5	3.24

The descriptive statistics pertaining to the management of emotions among football and basketball players are presented in Table 2. The self-awareness of basketball game participants is greater than that of football game participants. The basketball Game participants achieved an average score of 19.5, significantly surpassing the mean score of 17.2 achieved by the football Game participants.

Table No.3 Descriptive statistics of Motivating oneself between Basketball games and football Game Players

GAME	MALE	FEMALE	N	MEAN	SD
BASKETALL	30	30	60	20.9	12.12
FOOTBALL	30	30	60	17.7	5.10

The descriptive statistics pertaining to the motivation of both basketball and football game players are presented in Table 3. Football Game participants have a lower degree of self-awareness than Basketball Game participants. Basketball Game participants have a significantly higher mean score of 20.9 than Football Game participants, whose mean score is 17.7.

Table No.4 Descriptive statistics of Empathy between basketball games and football Game Players

GAME TYPE	MALE	FEMALE	N	MEAN	SD
BASKETBALL	30	30	60	19.4	3.33
FOOTBALL	30	30	60	16.8	4.09

The descriptive statistics for the empathy of Basketball and Football game players are presented in Table 4. Football Game participants have a lower degree of self-awareness than Basketball Game participants. Basketball Game participants have a significantly higher mean score of 19.4 than Football Game participants, whose mean score is 16.8.

Table No.5 Descriptive statistics of social skills between Basketball games and Football Game Players

GAME	MALE	FEMALE	N	MEAN	SD
BASKETBALL	30	30	60	19.9	3.72
FOOTBALL	30	30	60	18.4	4.90

Describing the social skills of both Basketball and Football game participants, Table 5 provides descriptive statistics. The self-awareness of Basketball game participants is greater than that of Football game-participants. Comparatively, the mean score of Football Game participants is 18.4, while that of Basketball Game participants is 19.9.

Table No.6 Descriptive statistics of Emotional Intelligence between Basketball games and Football Game Players

GAME	MALE	FEMALE	N	MEAN	SD
BASKETBALL	30	30	60	23.2	3.70
FOOTBALL	30	30	60	24.1	4.5

The descriptive statistics pertaining to the Emotional Intelligence of both Basketball and Football game players are presented in Table 6. Football Game participants have a lower degree of self-awareness than Basketball Game participants. Basketball Game participants have a significantly higher mean score of 23.2 than Football Game participants, whose mean score is 24.1.

FINDINGS

1. Basketball Game participants exhibit greater levels of self-awareness, emotion regulation, self-motivation, empathy, and social skills in comparison to Football Game participants. Only in the case of self-motivation was no significant difference observed.

2. A comparison of the Emotional Intelligence of players in Basketball games and Football games revealed that

players in basketball games have a significantly higher level of Emotional Intelligence than players in football games; this difference was found to be statistically significant at the 0.05 level.

CONCLUSION

Emotional intelligence scores for solitary game participants are higher than those for team games. An important distinction exists between individuals who participate in football games and those who do not. The variable of emotional intelligence encompasses additional components, which include self-awareness, emotion management, self-motivation, empathy, and social skills. It is evident that basketball game participants possess a greater degree of self-awareness in comparison to their team counterparts, and a substantial disparity becomes apparent when contrasting the two groups. Basketball game participants have a significantly higher level of emotion regulation than their team counterparts; this is evident when comparing the two groups. Upon evaluating the motivating, oneself factor, it was determined that while individual game players achieved higher scores than team game players, the disparity between the two groups was not statistically significant. In the case of Empath, solo players achieve higher scores than their teammates, and this disparity is substantial. Furthermore, individual participants exhibit superior social skills compared to their team counterparts, highlighting a substantial distinction between the two groups. The findings of this research were derived from a study conducted by Chatru L Rathod and Kum Paramma B Kuravatti (2018), which examined the differences in emotional intelligence among team and individual athletes. This research demonstrates that the Emotional Intelligence scores of football players are comparatively lower than those of basketball players.

Based on the results obtained after data analysis following conclusions were made:

1. Basketball Game participants exhibit greater levels of self-awareness, emotional regulation, self-motivation, empathy, and social skills in comparison to Football Game participants.
2. A comparison of the Emotional Intelligence of participants in basketball games and football games revealed that players in basketball games possess a greater degree of emotional intelligence.
3. An analysis of Social Skills, Self-Awareness, Emotion Management, and Empathy utilizing the ANCOVA test revealed a statistically significant distinction between participants of the Basketball Game and Football Game at a 0.05 level of significance.

4. At a significance level of 0.05, the ANCOVA test for Motivating Oneself revealed no significant difference between Basketball Game and Football Game participants (p=.007).
5. A t-test on independent samples determined that there is a statistically significant difference in Emotional Intelligence between participants of the Basketball Game and the Football Game (p=0.001) when comparing Emotional Intelligence.

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