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IMPACT OF EMOTIONAL INTELLIGENCE ON PERFORMACE OF VOLLEYBALL PLAYERS

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ABSTRACT

Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior-Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operational. Currently, there are three main models of EI: The present study is based on the effect of psychological factor on the sports performance among volleyball players, the investigator tried to the levels of Emotional Intelligence and to find the effect of Emotional Intelligence on the sports performance of volleyball players due age difference. The objectives of the study to find out the significance difference in Emotional Intelligence factor among the volleyball in senior and junior players groups, and also find the effect of Emotional Intelligence on the sports performance among the volleyball players, the sports performance measuring tools parameters like speed, strength, agility, endurance and flexibility among the volleyball players, the research hypothesis was stated that there would be a significance difference among senior and junior volleyball players in their level of Emotional Intelligence factor, there would be significance difference in sports performance due to level of Emotional Intelligence in the volleyball players, in this study the investigator took fifty volleyball players as sample of the study, twenty five senior players and twenty five junior players, Emotional Intelligence scale was used to measure the both sample groups. Many suitable statistical techniques were used to calculate the and compare the collected data,

Key words: psychological variable, sports performance.

INTRODUCTION

It is obvious from the existing literature that emotional intelligence has emerged as a key construct in modern-day psychological research. The concept of Emotional Intelligence has recently attracted a great amount of interest

from the academicians all over the world. Emotional Intelligence is considered to be important as it affects the academic achievement of the students positively not only during the year they are taught but during the years to follow. Apart from reason and general intelligence human beings are also strongly motivated by emotions. Emotions are our responses to the world around us and they are created by the combination of thoughts, feelings and actions. According to Duran & Ray (2004) emotions are effective experiences that accompany generalized inner adjustment and mental and psychological states stirred up in individuals that manifest themselves in overt behavior.

Emotional Intelligence is the ability of an individual to know, feel, use and communicate or even monitor one's own or others, emotions. People who have control over their lives can manage and know their feelings well and read and deal effectively with other people's feelings. While the people who do not have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly (Goleman, 1995). Emotional intelligence is a type of social intelligence which involves the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. Various characteristics make up emotional intelligence such as self-motivation, ability to control impulses, regulate moods and keep distress away from swamping the ability to control impulses, regulate moods and keep distress away from swamping the ability to think.

Our ability to view situations objectively and thus to understand ourselves and other people depends on balancing and integrating the head and heart. Emotional intelligence is the ability to sense, understand and effectively apply the power of emotions, appropriately channelled as a source of energy, creativity and influence. The great divide in competencies lies between the mind and heart or more technically between cognition and emotion. Some competencies are purely cognitive such as analytic reasoning or technical expertise. Others combine Thought and feelings. Here comes a new yardstick for measuring intelligence i.e. emotional intelligence.

Emotional intelligence requires that we learn to acknowledge and understand feelings - in ourselves and others - and that we appropriately respond to them, creatively applying the energy of the emotions to our daily life, work and relationships.

Emotional intelligence is demonstrated by tolerance, empathy and compassion for others; the ability to verbalize feelings accurately and with integrity; and the resilience to bounce back from emotional upsets. It is the ability to

be a deeply feeling, authentic human being, no matter what life brings, no matter what challenges and opportunities we face.

Persons with high EQ - who have developed emotional literacy - will have more confidence and trust in themselves, and more understanding of others and therefore empathy with them. So they will make better relationships and experience more achievement, love and joy in their life. They will be emotionally mature, a state that many adults do not achieve. If these skills were taught widely, in the home as well as at school, and amongst adults too of course, it would provide the basis of a much safer and happier world to live in.

The idea that people differ in their emotional intelligence has been proposed to have an effect on both human individual differences and as compelling of real-life outcomes, for example success in personal relationships and at career. Coinage of the term 'emotional intelligence' is generally credited to Salovey & Mayer (1990) who describe emotional intelligence as a "form of Social Intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action." In this definition of EI, Salovey & Meyer (1990) identified three components of EI: an ability to appraise others' emotions, an ability to regulate one's own emotions, and an ability to use to solve problems. They further distinguish six subcomponents of emotional intelligence—emotional self-awareness, assertiveness, empathy, interpersonal relationships, stress tolerance and impulse control. The first formal mention of emotional intelligence appears to derive from a German article entitled "Emotional Intelligence and Emancipation", published in the journal *Praxis der Kinderpsychologie und Kinderpsychiatrie*, by Leuner in 1966 (Matthews, et al., 2002). However, the first time that the term "emotional intelligence" appeared in the English literature was in an unpublished doctoral dissertation by Payne in 1986 (Matthews, et al., 2002). Since then, Emotional intelligence has captured the interest of both the popular press (e.g. Cooper & Sawaf, 1997; Goleman, 1995, 1996; Hein, 1997; Stiener, 1997; Wessinger, 1998) and of the scientific researchers (e.g. Davies, et al., 1998; Mayer, Caruso, & Salovey, 2000; Petrides & Furnham, 2000, 2001).

According to Martinez (1997) the concept of Emotional Intelligence is an umbrella term that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Some researchers such as Mayer, Salovey and Caruso (1999) refer to Emotional Intelligence as a cognitive ability; it is the ability to think intelligently about emotions. It may include the ability to understand emotions in

one-self and others, knowledge of how different situations cause different emotions and how emotions change over time and the ability to manage one's own and others emotions.

DESIGN OF THE STUDY

The present study is aims to find out the significant differences in psychological variables like Emotional intelligence in the sample group. The sample consisted of fifty volleyball players who had participated at university level sports competitions. The psychological variables are most importance in sports competitions in present situation, many researchers tried to improve the level of psychological variables in sports players, the psychological factors are having effects on the sports performance.

OBJECTIVE OF THE STUDY

- ❖ To find out the level of Emotional Intelligence among volleyball players
- ❖ To compare Emotional Intelligence among volleyball players.
- ❖ To find out the significance differences in psychological variables among sample groups.
- ❖ To know the impact of Emotional intelligence on sports performance among volleyball players.

HYPOTHESIS OF THE STUDY

- ❖ There would be significant difference In level of Emotional Intelligence among volleyball players
- ❖ There would be significance difference in Emotional Intelligence factor among both sample groups.
- ❖ There would be significance difference in sports performance among both sample groups due to level of Emotional Intelligence.

SAMPLE OF THE STUDY

In this study the investigator took fifty volleyball players as sample of the study, twenty five senior players and twenty five junior players, Emotional Intelligence scale was used to measure the both sample groups. The sample selected on the basis of random sampling method from Hyderabad Karnataka region, Karnataka state India.

TOOL OF THE STUDY

Emotional Intelligence Inventory (MEII)

Mangal Emotional Intelligence Inventory has been developed by Dr. S.K. Mangal (M.D. University, Rohtak) and Mrs. Shubhra Mangal (C.R.S. College of education, NOIDA).

Emotional Intelligence Inventory has been designed for the male and female for the measurement of their Emotional Intelligence (total as well as separately) in respect of four areas or aspects of Emotional Intelligence namely, Intra-Personal Awareness (knowing about one’s own emotion) Inter-Personal Awareness (knowing about others emotion), Intra-Personal Management (managing one’s own emotion) and Inter-Personal Management (managing others emotion). Each area/aspect has 25 items each and 100 in total. Reliability of test is 0.92 (Test Retest method) and validity of this test are 0.71 from inter-validity formula.

The mode of response to each of the item of the inventory is in the form of a forced choice i.e. either YES or NO, indicating complete agreement or disagreement with the proposed statement respectively. In the present Emotional Intelligence Inventory, thus, there are item where the responses ‘YES’ is indicative of the presence of Emotional Intelligence and ‘NO’ for the lack of Emotional Intelligence. Similarly, there are items where ‘NO’ responses provides clue for the presence of Emotional Intelligence and ‘YES’ for its absence.

DATA COLLECTION

The research data was collected after the instruction about the study and the psychological test of Mangal Emotional Intelligence Inventory has been developed by Dr. S.K. Mangal was used to collect the research data and that will be scrutinized with the statistical tool of SPSS package through which data will be formulated in a tabulation, on the available data will be analyzed, to identified the research problem, the differences among volleyball players of Hyderabad Karnataka, India.

Table No 1 Mean, SD, t values of junior and senior volleyball players

Paired Samples Statistics				
Sample groups	Mean	N	Std. Deviation	t value
Senior players	85.0000	25	10.41633	12.260**
Junior players	48.8400	25	11.28672	

Sports performance among Senior and Junior Volleyball Players.

Motor Fitness		Senior players	Junior players	t-Value
SPEED	Mean	5.36	8.25	5.857**
	SD	1.33	2.10	
ENDURANCE	Mean	2037	1903	4.361**
	SD	202.98	96.20	
AGILITY	Mean	11.37	12.17	2.416**
	SD	1.22	1.35	
STRENGTH	Mean	10.26	7.24	7.985**
	SD	2.15	1.39	
FLEXIBILITY	Mean	3.64	1.80	5.754*
	SD	1.03	1.08	

Significant at 0.05 level

This table and graph shown the significant difference in senior and junior volleyball players which revealed that the emotional intelligence having the positive effect on the sports performance of Volleyball players, the motor fitness components speed, endurance, agility, strength & flexibility all components were significantly differ in all tests, all t values were significant at 0.05 level.

CONCLUSION OF THE STUDY

- There is significance difference in emotional intelligence among volleyball players
- There is positive effect of emotional intelligence on sports performance among volleyball players.

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