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Emotional Quotient on Volleyball Football and Cricket Players of College Men

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Abstract

Emotional intelligence (EQ) is more important than one's intelligence (IQ) in attaining success in their lives and careers. As individuals our success and the success of the profession today depend on our ability to read other people's signals and react appropriately to them. Emotions may play just as an important role in sport as any other factor such as the physical, psychological, social and spiritual factors related to sport performance. Given the relative dearth in research examining emotions or emotional intelligence in sports performance. To achieve this purpose ninety (N=90) subjects from Sri Ramakrishna Mission Vidyalaya college of arts and science, Vivekananda university and maruthi college of physical education. The players from volleyball (n=30), Football (n=30) and Cricket (n=30) selected for purposive sampling technique. The selected emotional quotient was tested standard questionnaire (Daniel Coleman – 2002). The collected data were treated with one way ANOVA. If obtained 'F' ratio was significant scheffe's post hoc was used whether significant different among the groups. The level of confidence was fixed 0.05. The results shows that football players more emotional quality compared with volley ball and cricket players.

Keywords: Emotional Quotient, ANOVA, Volleyball, Cricket, Football.

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Introduction

Sport performance has taken a great leap over the last 20 years. It is commonly judged by the outcome of a specific game; the measure in this regard being to win a game and ultimately the competition. A number of factors can either facilitate or inhibit sport performance. Emotions may play just as an important role in sport as any other factor such as the physical, psychological, social and spiritual factors related to sport performance. Given the relative dearth in research examining emotions or emotional intelligence in sports performance, the present article investigates relationships between emotional intelligence capacities and its direct effect on self regulation and mindset. Emotionally intelligent athletes can get themselves into the appropriate emotional states for the demands of the situation. If the situation requires high arousal, emotionally intelligent people are good at getting themselves psyched up. It has been determined that emotional intelligence is essential in both individual and team sports and can be the key factor in an athlete's functioning within a team setting. In other words, emotional intelligence is a critical factor in determining whether or not an athlete wins and emotional intelligence often 'makes or breaks' a team.

The factors affecting sports performance, it seems that the most important is the ability of the athlete

to identify and assume the appropriate feeling required to perform at his best when they needs to. Today, sport psychology has emerged as a field with a research tradition that provides a foundation for direct application with athletes and focuses on performance enhancement, psychological development and clinical issues, so one of the key issues for the sport psychology is orientation in sport. According to Kaus (1996) how you feel is how you will play. The influential effect of emotions on athletic performance has drawn the attention of many researchers who have tried to find procedures to control and regulate emotions (Laborde et al., 2011). Research has shown a significant relationship between emotional intelligence and a variety of other constructs including athletic performance (Mayer et al., 2000), mental and physical health, optimal performance (Laborde et al., 2011) and self-efficacy. Some of the "competencies" associated with emotional intelligence include accurate awareness of self and personal power; service and organizational awareness; emotional self control; resilience; achievement drive; powerful influence; conflict management and teamwork. It has been determined that emotional intelligence is essential in both individual and team sports and can be the key factor in an athlete's functioning within a team setting. In other words, emotional intelligence is a critical factor in determining whether or not an athlete wins and emotional intelligence often 'makes or breaks' a team. Indeed, by adequate processing of the events which bear emotional load, emotional intelligence empower the individual to sensibly deal with the events, apply

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continence and control immediate demands. It, therefore, may be contended that, considering its significant role in emotional control (appropriate emotional management and individual's adaptability to the environment); emotional intelligence may help reduce burnout and enhance emotional control in the athletes (Goleman, 1998). Research conducted on emotional intelligence and athletic performance illustrates, for instance, that emotional intelligence capacities have a direct effect on self regulation and mindset. For example, emotionally intelligent people can get themselves into the appropriate emotional states for the demands of the situation. If the situation requires high arousal, as in the case of athletes in our study, emotionally intelligent people are good at getting themselves psyched up. Equally, if the situation requires calmness, emotionally intelligent people are good at relaxing themselves.

The significance of emotional influence on sport performance has often been evident in most comments of spectators, team managers and sports analysts on athletes' and teams' performances during and after competitions. Oftentimes, they comment on players' display of confidence or lack of it, aggressiveness or timidity, resilience or depression, anger or enthusiasm, frustration or determination and other forms of emotionality while attributing to such factors, the responsibility for the success or failure of their performances. The implication is that preparation of athletes for successful performance in major competitions can no longer be predicated only on training them for optimum mental and physical qualities as strength, speed, flexibility and skills but also and perhaps, more importantly, on training for development of adequate emotional energy, which will make possible a successful delivery of all the trainings acquired.

Emotional Intelligence

In providing a definition of emotional intelligence, Van Jaarsveld (2003) differentiates intelligence quotient (IQ) from emotional intelligence also referred to as emotional quotient (eq). According to Van Jaarsveld (2003) I.Q has to do with the assessment of an individual's intellectual, analytical, logical and rational abilities. It gives an indication of the individual's ability to learn things, focus on tasks, and retain and recall objective information. He further explains that it reveals how he reasons, manipulates numbers, is able to utilize abstract and analytical thinking, as well as how he is able to solve problems through the application of prior knowledge. Emotional quotient, on the other hand, has to do with the non-cognitive dimensions of intelligence and refers to the ability to read the political and social environment, to grasp intuitively what others want and need, and what their strengths and weaknesses are. It points to an ability to remain balanced by stress. Being emotionally intelligent applies not just to how individuals respond to life experiences but also to other life crises. In essence emotional intelligence is an ability to use emotions to help solve problems and thus give rise

to a more effective life.

Components of Emotional Quotient

According to Goleman (1998), there are five components of EI important for leaders:

- a) Self-awareness,
- b) Self-regulation,
- c) Motivation,
- d) Empathy, and
- e) Social skill.

Each of the five components of Emotional Intelligence helps in to improve leadership as a coach, and consequently get the most out of our athletes.

Emotion in Sports

To date a majority of research into the impact of emotion on sporting performance has been focused on the control of the physical manifestation of emotions such as rage, frustration and how they impact on performance rather than on the cognitive management of the emotions that caused the emotional display (Vanek, M., & Cratty, B. J(1970). Only recently has research broadened to look at the more cognitive side of emotion, with researchers such as Schachter (1964), Lazarus (1966) and all proposing cognitive theories, in which both arousal and cognitions are required in the experience of emotion. While it is generally well acknowledged that emotions play an important role in the sporting arena (D'Urso, Andreina and Robazza, 2002), the exact nature of their role in sporting performance is still very under-researched. For example, the inability to appropriately manage emotions experienced in competitive situations may lead to such things as an inappropriate outburst of rage or aggression and can often lead athletes to be penalized or excluded from competing. While those who are able to effectively manage their emotions can channel their emotions into the production of motivation and drive. It is therefore important that athletes learn how to recognize these emotions, express them appropriately and manage them effectively.

Methodology

To achieve this purpose ninety (N=90) subjects from Sri Ramakrishna Mission Vidyalaya college of arts and science, Vivekananda University and Maruthi college of physical education. The players from volleyball (n=30), Football (n=30) and Cricket (n=30) selected for purposive sampling technique. The selected emotional quotient was tested standard questionnaire (Daniel Coleman – 2002). The questionnaire consists of 15 statements, five point likert scale method was used. Not at all, Rarely, Sometimes, often and very often. The obtained raw scores more than 56 consider as emotional individuals. The collected data were treated with one way ANOVA. If obtained 'F' ratio was significant scheffe's post hoc was used whether significant different among the groups. The level of confidence was fixed 0.05.

Results

Table 1

Analysis of variance on emotional quotient among volleyball football and cricket players of college men

Group	Mean	S.D	Source of Variance	Sum of Squares	Df	Mean Square	' F'
VOLLEYBALL	41.1	10.41	Between	14516.689	2	7528.344	141.32*
FOOTBALL	70.8	3.32					
CRICKET	63.97	5.88	Within	4468.467	87	51.362	

* Significant

Level of significant fixed at 0.05 level. Table value 3.11 with df 2 & 87

Table 1 shows that emotional quotient mean values and standard deviation of volleyball, football and cricket men college players were 41.1 ± 10.41 and 70.80 ± 3.32 and 63.97 ± 5.88 respectively. The obtained 'F'

value 141.32 which was as greater than tabulated value 3.11 in the level 0.05. So significant difference between among the players.

Table 2

Scheffe's test for the difference between the means of emotional quotient on volleyball football and cricket college men players

Means			Mean Differences	Confidence Interval
volleyball	football	Cricket		
41.1	70.8	-	29.7*	4.61
41.1	-	63.97	22.87*	4.61
-	70.8	63.97	6.83*	4.61

* Significant at 0.05 level of confidence.

The table 2 shows the mean difference of emotional quotient between volleyball and football, volleyball and cricket and football and cricket players are 29.7, 22.87 and 6.83 respectively, which were greater than 4.61 at 0.05 level of confidence. The among the

groups high emotional quotient football players compared with cricket and volleyball players. The mean values of volleyball, football and cricket players on emotional quotient level were graphically represented to Figure I.

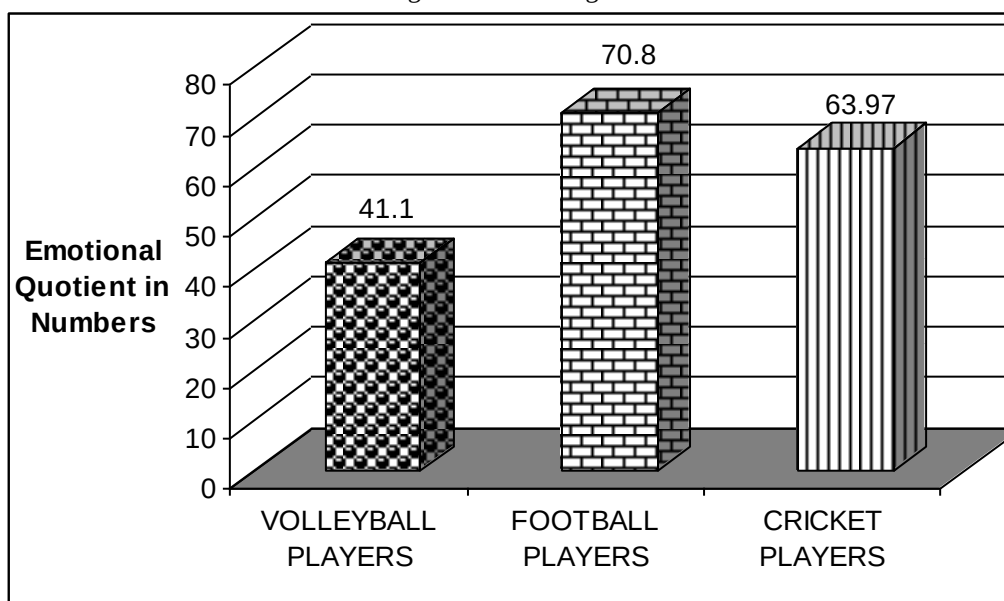


Figure I

The mean values of emotional quotient on volleyball, football and cricket players of college men

Discussion on Findings

Based on statistically proved that among the groups high emotional quotient football players compared with cricket and volleyball players. The results of study line with that emotional intelligence and sport science: a systematic study of need, importance and application of emotional intelligence in athletics (Sita Kumari 2016) and emotional quotient and performance both are relationship (Douglas et al., 2004). Coaching required high emotional quotient to improve performance (Jonathan T. Chan and Clifford J. Mallett 2011). Research has shown a significant relationship between emotional intelligence and variety of other constructs including athletic performance (Mayer et al., 2000). The context of sport performance, we found that emotional intelligent relates to emotions, physiological stress responses successful psychological skill usage and more successful athletic performance (Laborde and Allen (2016) and proponents have claimed that emotional intelligence can enhance leadership performance, team cohesion and coping with pressure (Baljinder Singh et al., (2011)).

Conclusions

1. The football players higher emotional quotient comparing with cricket and volleyball players.
2. Cricket players have moderate emotional quotient compared with volleyball players.
3. Volleyball players have low emotional quotient of college men.

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