

## Role of emotional intelligence in sports performance among senior secondary schools' students in Mahendragarh District

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### Abstract

This study is an aim to explore the role of emotional intelligence in sports performance among senior secondary schools' student in Mahendragarh district. The sample consisted of 120 students from Mahendragarh district. Descriptive survey method took place for the present study. Using convenient and stratified random sampling method the data was collected. A standardized questionnaire was used by the researcher. From the results it was found that the role of emotional intelligence play a crucial role in the sports performance students of Mahendragarh district. The present study depicts that there is no significant difference between sports performer of government and private, male government and male privates, but there is significant difference between male and female sports performer students, and high and low sports performer. On the basis of these findings it can be said that the difference between male and female sports performer students, difference between high and low sports performer students, emotional intelligence play a huge role in the sports performance of the senior secondary school students.

**Keywords:** Emotional Intelligence, Sports Performer students, Senior Secondary Schools

### 1. Introduction

Emotional intelligence and sports 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 athletic performance, the present article investigates relationships between emotional intelligence capacities and its direct effect on self-regulation and mind-set. 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. (Birwatkar, 2014) [4].

Life is like a game. Sometimes we win and sometime we lose. But it tells that where we did our best to achieve our victory, or where we did mistake, so that we couldn't able to get that victory. Sports is not related with recreation or a time pass of few hours, but it helps us to get the reality of life with some crucial and important factor. These are like, performance, level of emotions, team building, leadership, social adjustment, and how to cop up with people with day today life. Success in sport is often associated with energy and anger. Importantly, emotionally intelligent people can get their self into the accurate emotional states for the demands of the situation. If the situation requires high arousal, emotionally intelligent

people are good at getting themselves psyched up and prepared. Equally, if the situation requires calmness, emotionally intelligent people are good at relaxing themselves. Athletes that perform in the zone effectively regulate their emotions. Psychologists have always sought to identify different personality traits in the athletes doing different sports. Hallaji (1997) compared personality traits among elite athletes doing swimming, wrestling, soccer and basketball. He reported that that athletes did not significantly differ in terms of extroversion and psychosis. However, Aslankhani *et al.* (2008) studied the relationship between EI and personality factors in adult elite and non-elite athletes and reported that there was a more significant positive correlation between EI and extroversion, irresponsibility and adaptability in the elite athletes comparing with non-elites. Sports psychologists have found that athletes with stronger understanding, identification, regulation and expression of emotions enjoy more efficient athletic performance. On the other hand, personality is an important factor in choosing a sport, which may determine the individual's future career as an athlete and become a basis for talent development in adolescents. Considering the fact that EI and personality, as internal factors, can help the individual manage stress in exposure to frustration and unpredictable situations during competitions and concerning the scarcity of research on EI in sports. (Narges, Ghasemi 2012).

Sports psychologists and professional athletes have started to evaluate the linkages between emotion and competitive sporting performance, and in particular how moderating and appropriately expressing the experience of emotions can facilitate performance. While it is generally well acknowledged that emotions play an important role in the sporting arena the exact nature of their role in sporting performance is still very under researched. It has been argued that not only is the expression of emotion highly prevalent on the sporting field but an essential aspect of performance in all

sports (Vallerand, 1983). The field of leadership studies has produced a wealth of research showing that individuals with high emotional intelligence are better equipped to perform as part of a team, especially in pressure situations. Some of the “competencies” associated with EI 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 EI is essential in both individual and team sports and can be the key factor in an athlete’s functioning within a team setting. (Stough, Clements, 2012). Emotionally intelligent athletes / sportsmen are able to:

- (a) Manage their stress better
- (b) Identify and change negative emotions that are blocking performance
- (c) Remain in better physical health (e.g. decrease in anxiety attacks, headaches, back pain).
- (d) Respond more positively to athletic coach’s feedback, criticism and direction
- (e) Play their sport with more confidence
- (f) Be less impulsive
- (g) Remain more flexibility with trades, team transitions etc.
- (h) Maintain more consistent play
- (i) Maintain and increase their positive mind-set and get over mistakes and failures better
- (j) Follow through more successfully on personal
- (k) Minimizing conflict with teammates, coaches, trainers
- (l) Enhancing team play in games (e.g. a new hockey draft with a high EI quotient will Share the puck more readily)
- (m) Communicating better with teams and rally team effort (especially important for team Captains)
- (n) Performing better in interviews
- (o) Seeing themselves as part of the team vision
- (p) Thinking and acting respectfully to league organization and administration
- (q) Remaining loyal to their team, coach and teammates.

While EI training is in fact implemented by a handful of sport psychologists, relatively few professional athletes and professional sport teams have yet to take up EI training with the seriousness required to maximize athletic performance and success. It is our projection at Move Mountains that EI will gradually be taken up more broadly in the field of sports and will in fact become viewed as a fundamental and essential form of training for winning teams over the next 10-15 years. Some of the “competencies” associated with EI 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 EI 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 EI often ‘makes or breaks’ a team. (www.prohockeymindset.com) Positive, effective interpersonal relationships are an important element of successful teams. Emotional bonding that exists between team members has a profound effect on the work produced and the overall success of the project. Teams that care about each other at a personal and professional level are more likely to be successful than teams that ignore the importance of the relationship between positive interpersonal relationships, professional relationships and goal achievement. Developing

positive relationships where team members are aware of the impact their emotions can play on the effectiveness and success of the team should be the aim of each team member. A positive emotional climate should be developed so that all energies can be focused on.

## 2. Need for the study

Mahendragarh is the southernmost district of Haryana bordering Rajasthan on the northern side. The district mostly comprises of the rural lands with small towns of Narnaul and Mahendragarh to be credited as urban areas. Students go to the higher centers of learning for studies but the impact of the traditional values is discernible in all walks of life among the people of all age groups. No doubt about it that today Haryana is a leading sports state and put the name of India on worldwide. But if we see this thing in this area, we will find that the zeal which is created in North Haryana, this place is not touching that line. Lack of motivation, mentality of people, and a family pressure, and not show a keen interest by schools. This could be the factor of this place. In education this area is doing such a remarkable task, and one of the leading and put the Haryana in education as well. But the support which is lacking in students that is because of not proper facility provided and lack of support from the teacher and parents. Therefor the study on this topic where emotional intelligence a key factor of improving the personality aspects of a student and with this, they became the part of a civilized society and sports play a crucial role in that.

## 3. Statement of the problem

Role of Emotional Intelligence in Sports Performance among Senior Secondary Schools?

Students of Mahendragarh district

The various studies show that emotional intelligence is significant aspect when sports performance is measured. The intensive literature and discussions in different studies show the correlation between emotional intelligence and sports performance. As Haryana is a state known for its jewel in the field of sports and Mahendragarh is also contributing to this arena with fullest capabilities of sports persons. Thus a curious anxiety is raised in the researcher that how emotional intelligence vary with sports performance of senior secondary school students in Mahendragarh. The whole world is accepting the crucial role of emotional intelligence in leadership qualities, enhanced work efficiencies and increased social and emotional adjustment. This is a leading way to maintain and establish human relationships. Sports is a field where all these capabilities are integrated rigours to increase sports performance. Thus the present study can be a fundamental study to explore emotional intelligence dimension of sports in senior secondary students of government and schools.

### 3.1 Rationale of the study

As we know that adolescence stage is one of the most crucial stages of child. According to Piaget it is a formal operational stage where adolescent starts hypothetico-deductive-reasoning. They explore the rationales in every emotion. Thus for balancing their emotions and displacing their energies in right direction sports can be a better option. Researcher tries to find that role of emotional intelligence in sports performance as main focus on life skills which transform through the

passage of time, especially in adolescence stage. Where he faces lots of difficulties regarding social adjustment, self-dependency, co-operation, team spirit, and learns the concept of betterment. In adolescence lots of changes comes in this stage, where it is typical to get adjust with the society, and he fight for to get adjusted with the environment. Sports is field where all emotions are expressed in appropriate manner may be it is enthusiasm, group feelings, consideration of others feelings, recognizing and respecting the feelings of fellow team members and adjustment etc. Thus sports provide a great platform in developing socially acceptable expressions of emotions and managing them in appropriate manner. This is stage of growth and development when s/he has to adjust with family, society, school. In this study researcher studied how a child adjust with his conditions in playground and come with a solution for the betterment of fellow members and how emotional intelligence play a role of savior in performance in sports ground. This study is conducted in Mahendragarh district of Haryana, as we all know Haryana is a state where sports are playing a significant role in giving identity to state. Thus present study is taken.

**3.2 Objectives of the study**

1. To study the difference in emotional intelligence among the sports performer students of senior secondary schools.
2. To study the difference in emotional intelligence of sports performer students between male and female of senior secondary schools.
3. To study the difference in emotional intelligence between high and low sports performer students of senior secondary schools.
4. To study the difference in emotional intelligence of sports performer students between government and private senior secondary schools.

**3.3 Hypotheses**

1. There is no significant difference in emotional intelligence among the sports performer students of senior secondary schools.
2. There is no significant difference in emotional intelligence of sports performer students between male and female of senior secondary schools.
3. There is no significant difference in emotional intelligence between high and low sports performer students of senior secondary schools.
4. There is no significant difference in emotional intelligence of sports performer students between government and private senior secondary schools.

**3.4 Study design and sampling**

**Population**

In the present study, the students of Mahendragarh district of Haryana has been considered as population

**3.5 Sample**

The present study aims to study the role of emotional intelligence in sports performance among senior secondary school Mahendragarh district. For this purpose a sample of 120 sports performer students from the senior secondary schools of Mahendragarh district were selected on the base of stratified random sampling method. Out of 120, the researcher selected 60 boys from government and private in that 25 boys from

government school and 35 from private school who are in sports. The sample of 60 girls is divided in 25 government and 35 private schools who are in sports.

**3.6 Tools of the study**

Any kind of data concerning the study of surveys type research can be collected by using different type of tools. It is very necessary that right type of tools should be used for this purpose. The tools must be so devised that the data obtained are reliable, valid and sufficient. The purpose of the present study was to know the level of emotional intelligence in sports performance students among senior secondary school in Mahendragarh District. Thus standardize questionnaire was used to collect data.

**3.7 Administration of scoring**

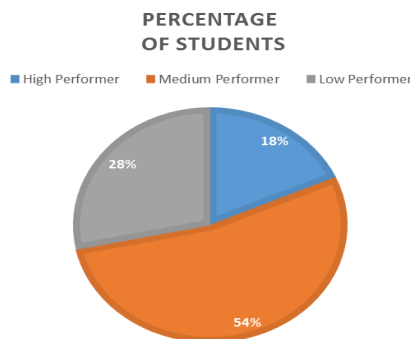
The test can be administered individually. It takes around 15-20 minutes to answer all the items of the scale. It is a self-report 2 point scale measured on 2 categories, 1) yes 2) No. In this questionnaire there are 4 important questions, 13, 17, 20, 21 on these questions the whole scale work, and define the level of emotional intelligence.

**4. Findings**

On the basis of the third chapter, the calculated data is analyzed and tabulated various statistic techniques are applied on the data and interpretation are made. Here are given some tables and the result of the collected data.

**Table 4.1:** Level of emotional intelligence in sports performance of senior secondary school students.

Group	Number of students	Number of Percentage
High Performer	22	18.33%
Medium Performer	64	53.33%
Low Performer	34	28.33



**Fig 4.1:** Level of emotional intelligence in sports performance of senior secondary school students.

As the table 4.1 indicates that according to emotional intelligence scale (EIS) there are 3 categories which are divided into High, Medium, Low emotional intelligence. When this scale is administered on sports performer students of senior secondary schools then it is found that 18% of sports performer are the part of high emotional intelligence category of scale and major sample of sports performer (54 %) students lies in medium emotional intelligence category and comparatively small proportion of spots performer students (28%) comes under low emotional intelligence category. Thus

it show that level of emotional intelligence in sports performer lies mostly in medium level.

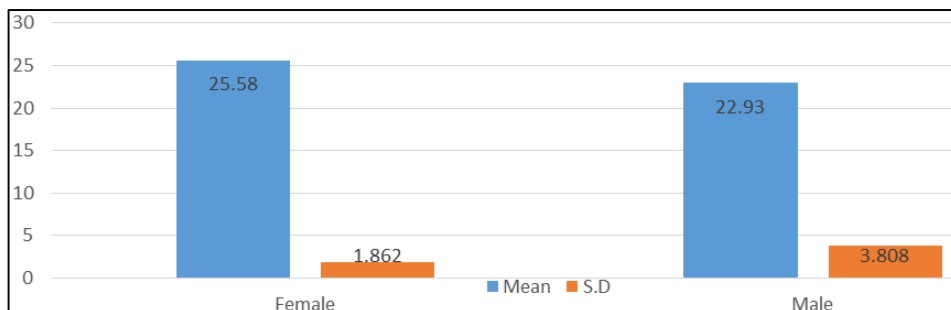
**Table 4.2:** Comparison of Emotional Intelligence between Female and Male Sports performer students.

Group	N	Mean	S.D	S. ED	t	Significance level
Female	60	25.58	1.862	0.54	3.93	Significant
Male	60	22.93	3.808			

Table value of df 118 at 0.05 level=1.96 And at 0.01 level=2.58

The table 4.2 indicates that the calculated t-ratio for the scores of Female and Male emotional intelligence in sports performance is 3.93 which is greater than the table value 1.96

and 2.58 at both 0.05 and 0.01 level of confidence respectively. It reveals that there exist significant difference between emotional intelligence of female and male sports performer students. Hence the hypothesis “There is no significant difference in emotional intelligence of sports performer students between male and female of senior secondary schools.” significant difference is found thus null hypothesis is rejected. The mean score of Female is 25.58 and it is more than the mean score of male, i.e.22.93. Through the mean scores, it can be said that the emotional intelligence of female sport performer is more than the male students, who are in sports. Thus it can also be said that female can better manage emotions in sports in comparison to male students. The same result can be observed from figure 4.2 below.



**Fig 4.2:** Comparison of Emotional Intelligence between Female and Male Sports performer students.

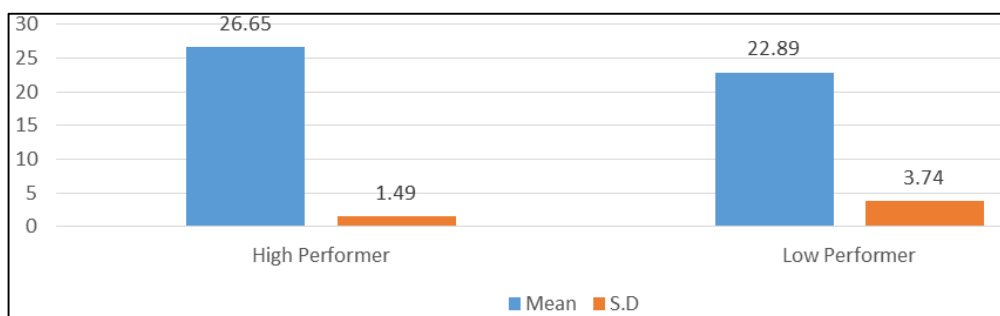
**Table 4.3:** Comparison of Emotional Intelligence between High performer and Low Performer students.

Group	N	Mean	S.D	S.ED	t	Significance level
High Performer	52	26.65	1.49	0.49	3.93	Significant
Low Performer	68	22.89	3.74			

Table value of df 118 at 0.05 level=1.96, And at 0.01 level=2.58

The table 4.3 indicates that the calculated t-ratio for the scores of High Performer and Low Performer emotional intelligence in sports performance is 3.93, which is higher than the table value 1.96 and 2.58 at both 0.05 and 0.01 level of confidence

respectively. It reveals that there exist significant difference between the high performer and low performer students. Hence the hypothesis “There is no significant difference in emotional intelligence between high and low sports performer students of senior secondary schools.” significant difference is found thus null hypothesis is rejected. The mean score of High performer is 26.65 and it is higher than the mean score of the Low performer, i.e.22.89. In light of the mean scores, it can be said that the comparison of emotional intelligence between High performer and Low performer, High performer has more emotional intelligence than Low performer. The same result can be observed from figure 4.3 below



**Fig 4.3:** Comparison of Emotional Intelligence between High performer and Low Performer students

**Table 4.4:** Comparison of Emotional Intelligence of sport performer students of Government and Private Schools.

Group	N	Mean	S.D	S.ED	t	Significance
Government	50	21.98	3.89	0.67	0.007177	Non-Significant
private	70	23.77	3.25			

Table value of df 118 at 0.05 level=1.96, And at 0.01 level=2.58

It is evident form table 4.1 that the calculated t-ratio of emotional intelligence between sports performer of government school and private school students is 0.007. Which is smaller than the table value 1.96 and 2.58 at 0.05 and 0.01 level of confidence respectively. It reveals that there exists no significant difference between emotional Intelligence of students, who are in sport between Government and Private

school. Hence the hypothesis “There is no significant difference in emotional intelligence of sports performer students between government and private senior secondary

schools.” can’t be rejected. The same result can be observed from the figure 4.1 below.

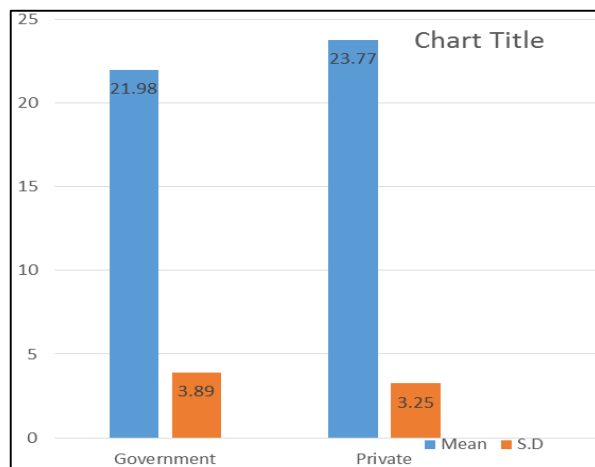


Fig 4.4: Comparison of Emotional Intelligence of sport performer students of Government and Private Schools.

**Conclusion**

The present study indicate the in government and private schools all the students are in sports having same emotional intelligence, and girls are found to be more emotionally intelligently than boys. By playing the sports the study also shows that students, who achieved higher to get in sports have more emotional intelligence than the other students, it also represent a clear picture that sports can manage the emotions very well in difficult arena of life as well as in sports. Thus the present study recommends that sports must be integral part of school curriculum, because it is helping in students’ holistic development.

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