

## A STUDY OF EMOTIONAL INTELLIGENCE IN KABADDI AND KHO-KHO PLAYERS OF HARYANA

Mr. Rohit  
Assistant Professor  
Indus College of Education, Rohtak

### ABSTRACT

The purpose of the present study was to find out the difference in emotional intelligence among male and female kabaddi and kho-kho players and between kabaddi and kho-kho players who have at least participated at district and state level sports events. A number of 100 male and female athletes (50 Kabaddi + 50 Kho-Kho) of Haryana were taken as a sample on the basis of purposive sampling method. A standardized questionnaire on Emotional Intelligence developed by Dr. A.K. Mangal and Dr. Shubhra Mangal was used for the collection of the data. The findings of the study revealed that (i) No significant difference in emotional intelligence of male and female kabaddi players of Haryana; (ii) No significant difference in emotional intelligence of male and female kho-kho players of Haryana; and (iii) No significant difference in emotional intelligence of kabaddi and kho-kho players of Haryana.

### INTRODUCTION

Various aspects influencing an athlete's performance have been extensively researched over the years by several researchers (Hanin, 2000a; Jackson & Csikszentmihalyi, 1999; Johnson & Tenenbaum, 2006; Moran, 2004). Sport or athletic performance simply refers to an athlete's ability and/or skill to execute or perform a required sport task. This could be developed through practice and then demonstrated by participating in a competition. The ability to perform may depend on an athlete being naturally gifted, genetically predisposed with talent or an athletic ability being nurtured during the developmental years (Johnson & Tenenbaum, 2006). Natural physical as well as mental psychological factors play a significant role in sport performance (Weinberg & Gould, 2007).

Emotional intelligence was established as a popular area of research during the 1990's and has since emerged as an important construct (Meyer & Zizzi, 2007). Emotional intelligence is defined as 'the ability to perceive, monitor, employ, and manage emotions within one and in others.' (Salovey & Mayer, 1990). Salovey and Mayer first coined the term 'emotional intelligence' (Salovey & Mayer, 1990). Formulating the term as a challenge to intelligence theorists, who have historically considered arousal of affect as disorganizing cognitive activity, they described Emotional Intelligence as a form of social intelligence. Mayer and Salovey (1993) assert that, emotional intelligence is 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 and promote emotion and intellectual growth.

Hanin (2000b), who has conducted extensive research on the role of emotions in sport, developed the Individual Zones of Optimal Functioning (IZOF) model in an attempt to predict individual athletes' successful and less successful performances based on their emotional states. He emphasized the subjective emotional experiences of athletes including their emotions, feelings, mood and affect as essential components of their emotional states. The model identified emotion.

Bar-On (1999) and many other researchers are of the opinion that emotional intelligence can play a considerably more important role than general intelligence in helping the individual achieve success in various educational, occupational, social, and athletic domains. It is thus necessary to pay more attention to emotional skills. According to Goleman (1995), emotional intelligence is a comprehensive schema of the individual's ability to achieve success. In fact, emotional intelligence can well explain the failure of an individual with high general intelligence and the unexpected success of an individual average general intelligence in various stages of life.

Another potential role of EI within the sporting arena is in the development and training of athletes for post-sport careers. The importance of EI within a successful corporate environment is increasingly being supported by organizational psychology research (Gardner & Stough, 2002). As the authors foresee that the basic skills of EI will be similar regardless of the environment, transferring those skills from one arena to another will have obvious benefit to the athlete. Recent research in the area of Athlete Career Transition supports the idea that skills learnt within the sporting environment are valuable for an athlete's successful transition into the workforce (Lavalley & Wylleman, 2000).

Unique to each athlete and inter-linked to other factors, regulation and management of emotions become important in consideration of optimal sport performance. An athlete's intention should be to learn to effectively cope with his or her emotions during sport participation (Jones et al., 2005). By focusing on awareness, expression, management and control of the different emotions experienced in sport, the athlete can be taught effective ways of channeling emotions to his or her advantage for optimal functioning. When emotions are not effectively controlled during an athlete's performance (for example during a competition), his or her behaviour may lead to poor performance, ill-discipline or transgressions of the rules of the sport. The outcome of sport performance in turn may affect the emotions experienced by athletes (Jones et al., 2005; Robazza, 2006). The effective regulation and management of emotions in sport should therefore be pursued which could be achieved through the application of emotional intelligence.

Hanin research (2003) showed that professional and Olympic athletes in terms of the emotional experiences have higher psychological readiness and able reinforced emotions and scarcities leads to superior performance. If athletes in certain emotional conditions (e.g., when angry) have excellent performance, they will transfer emotional conditions useful to the next tournament. Perlini & Halverson (2009) during her research with effect of emotional intelligence on hockey player's performance, show that emotional intelligence is an effective mental skill that improved self-efficacy and performance of elite athletes. Zamanian et al. (2011) showed that the subscales of problem solving, happiness, independence, stress tolerance, self-actualization, emotional self-awareness, interpersonal relationship, optimism, self-regard, impulse control, and empathy were significantly higher in athletes than non-athletes. Between-group comparisons

revealed that there is a significant difference between handball players and all the other groups in the problem solving subscale. The non-athletes showed a significant difference from all the athlete groups in the happiness subscale. Emotional self-awareness of the handball players was significantly different from that of the non-athletes and basketball players. Farsani et al. (2013) showed that there was not significant difference between overall emotional intelligence and mental skills ( $P>0.05$ ). Furthermore, our results showed that the significant difference between these variables ( $P<0.05$ ). So that, experimental group obtained the higher emotional intelligence and mental skills scores rather than control group

### **IMPORTANCE OF THE STUDY**

Various studies suggest that emotional and mental preparation play a significant role in decision making, proper implementation of the performance, increase morale and motivation of athletes and finally team effectiveness can be improved. There has been little research that has spotted the importance of emotional intelligence during work performance. When emotional states are perceived as incongruent with those required for optimal performance, this can lead to thoughts and behaviors intended to regulate them to desired levels. Hence an attempt is made to compare the emotional intelligence of Kabaddi and Kho-Kho players of Haryana.

### **OBJECTIVES OF THE STUDY**

1. To compare the emotional intelligence of male and female kabaddi players of Haryana.
2. To compare the emotional intelligence of male and female kho-kho players of Haryana.
3. To compare the emotional intelligence of kabaddi and kho-kho players of Haryana.

### **FINDINGS**

1. It was found that there is no significant difference in emotional intelligence of male and female kabaddi players of Haryana.
2. It was found that there is no significant difference in emotional intelligence of male and female kho-kho players of Haryana.
3. It was found that there is no significant difference in emotional intelligence of kabaddi and kho-kho players of Haryana.

### **REFERENCES**

- Farsani, Leila Riahi, Nafian, Samira and Mohammadi, Mohsen (2013). The effect of emotional intelligence education on mental skills in athlete's teenagers, *Advances in Applied Science Research*, 2013, 4(4):135-139.
- Gardner, L. & Stough, C. (2001), Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal*, 23 (2), 68-78.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.

- Hanin Y. L. (2003) Performance Related Emotional States in Sport: A Qualitative Analysis investigation involving professional cricketers. *Psychology of Sport and Exercise*, 2, 249-265.
- Hanin, Y. L. (2000a). *Emotions in sport*. Champaign, Illinois: Human Kinetics.
- Jackson, S. A., & Csikszentmihalyi, M. (1999). *Flow in sports: The keys to optimal experiences and performances*. Champaign, Illinois: Human Kinetics.
- Johnson, M. B., & Tenenbaum, G. (2006). The roles of nature and nurture in expertise in sport. In D. Hackfort & G. Tenenbaum (Eds.), *Essential processes for attaining peak performance: Perspectives on sport and exercise psychology (Vol. 1)* (pp. 26-52). Oxford: Meyer & Meyer Sport (UK) Ltd.
- Jones, M. V., Taylor, J., Tanaka-Oulevey, M., & Daubert, M. G. (2005). Emotions. In J. Taylor & G. S. Wilson (Eds.), *Applying sport psychology: Four perspectives* (pp. 65-81). Champaign, Illinois: Human Kinetics.
- Lavalley, D. & Wylleman, P. (Eds.). (2000). *Career Transitions in Sport: International Perspectives*. USA: Fitness Information Technology Inc.
- Mangal, S.K., & Mangal, S. (2012). *Manual for Mangal Emotional Intelligence Inventory*. Agra: National Psychological Corporation.
- Meyer, B. B., & Zizzi, S. (2007). Emotional intelligence in sport: Conceptual, methodological and applied issues. In A. M. Lane (Ed.), *Mood and human performance: Conceptual, measurement and applied issues* (pp. 131-152). New York: Nova Science Publishers, Inc.
- Moran, A. P. (2004). *Sport and exercise psychology: A critical introduction*. New York: Routledge.
- Perlini, H. and Halverson R.T (2006) Emotional intelligence in the national hockey team, *Journal of Beah, Sci.* 38(2):109-119.
- Robazza, C. (2006). Emotion in sport: An IZOF perspective. In S. Hanton & S. D. Mellalieu (Eds.), *Literature reviews in sport psychology* (pp. 127-158). New York: Nova Science Publishers, Inc.
- Salovey, P., & Mayer, J. D. (1990) Emotional intelligence. *Imagination, Cognition, and Intelligence*, 9, pp. 185–211.
- Weinberg, R. S., & Gould, D. (2007). *Foundations of sport and exercise psychology* (4th ed.). Champaign, Illinois: Human Kinetics.