

Emotional Intelligence and Adjustment of Sports persons

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ABSTRACT

The demand for adjustment is universal to all human beings and characterized by uniqueness, dynamicity, pervasiveness and indispensability. The processes and mechanisms of adjustment entail factors associated with the personal attributes of the individuals, socio-cultural milieu and genetic endowment which determine its exact nature, extent and quality. The sports relationship is unique and places a different type of demand on the part of sportspersons. Out of many stakeholders of adjustment in the field of sports and games, the emotions play a pivotal role. The present research attempted to spell out the impact of emotional intelligence and gender in shaping the adjustment of the sportspersons. The study employed four hundred sportspersons with equal number of males and females as participants whose emotional intelligence and adjustment were measured through standardized psychometric tools. The results evinced that male and female differed in their four components and overall mean scores of emotional intelligence. The female participants evinced higher mean emotional intelligence score as compared to their male counterparts as well as on intrapersonal awareness and intrapersonal management dimensions of emotional intelligence. Contrarily, there were no gender differences on interpersonal awareness and interpersonal management dimensions emotional intelligence. In addition, the scores of emotional intelligence showed statistically significant positive correlations with all the four areas of adjustment such as home adjustment, health adjustment, social adjustment and emotional. The results have been discussed in the light of current theories of emotional intelligence and adjustment. The conclusions of the study have important theoretical and practical implications for the academicians, administrators, sportspersons, researchers of other professional associated with sports field and policy maker.

Keywords: *Emotional Intelligence, Adjustment, Gender, Sportsperson, Game type.*

The sportspersons have to face many challenges and demands imposed on them encompassing personal, social, emotional, and familial as well as health-related. The role of various emotions

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such as anxiety, anger along with other emotions in sports performance and adjustment is very crucial. The research findings encompassing regulatory role of emotional intelligence for sports performance and concomitant adjustment is important and exciting. It is argued that recognition of various emotions and emotional states, assessments of their impacts on the various aspects of the sportspersons behaviours, performance and management of others as well as ones emotions are crucial for success and adjustment in the area of sports and games. Thus, the importance and unavoidable role of positive and negative emotions, the recognition, understanding, managing emotions, the regulation of emotions in the context of professional, personal and social spheres of life of sportspersons are being recognized by the scientists, academicians, administrators, policy makers and managers and coaches of all sports activities and organizations. This not to argue here that only emotional intelligence affects and determines the way people behave and perform in many situations. Physical challenges and serious illness like HIV-AIDS seriously affect the various performance indices by affecting emotion regulation processes (Tiwari, 2015; Tiwari, & Kumar, 2014), self-forgiveness processes (Mudgal & Tiwari, 2015) and body image satisfaction (Jain & Tiwari, 2016) and vice versa (Tiwari, 2014) which, in turn, actually shape and regulate the quality of performance and functioning of the individuals. The achievement and performance in academic and other areas might also be determined, to a large extent, by the nature and dynamics of self-concept and self-esteem (Tiwari, 2011) and these have significant associations with emotional intelligence.

The emotional intelligence refers to the ability to recognize and regulate emotions in oneself and others (Goleman, 2001) and it has been found to be significantly associated with the performance of various areas such as social behaviour (Mavroveli, Petrides, Rieffe, & Bakker, 2007), adaptive coping and depressive affect (Mavroveli, Petrides, Rieffe, & Bakker, 2007), leadership (Villanueva & Sanchez, 2007), happiness (Chamorro-Premuzic, Bennet, & Furnham, 2007), emotion regulation (Mikolajczak, Nelis, Hansenne, & Quoidbach, 2008), affective decision-making (Sevdalis, Petrides, & Harvey, 2007) and various kind of performance (Petrides, Pita, & Kokkinaki, 2007). In addition, it is also associated with adaptive psychological functioning (Kirk, Schutte, & Hine, 2008) and adaptive social functioning, and interpersonal communication (Denham, 1998; Izard, 2001).

A growing interest in emotional intelligence in sport proves (Lane, Thelwell, & Devonport, 2009) that different emotions are related with successful performance (vigour, happiness, and calmness), poor performance (confusion, depression and fatigue) and correlated with frequent use of psychological skills (Lane, Thelwell, Lowther, & Devonport, 2009). A large number of evidence supports the notion that variations in emotional intelligence relate to variations in sport performance (Beedie, Terry, & Lane, 2000; Robazza, Pellizzari, Bertollo, & Hanin, 2008). The athletes demonstrating high emotional intelligence also showed frequent use of psychological skills (Thomas, Murphy, & Hardy, 1999). The results of meta-analyses studies demonstrated that successful performance is associated with higher scores of vigour and lower scores of anger,

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confusion, depression, fatigue and tension (Beedie, Terry, & Lane, 2000). However, the results of meta-analysis show inconsistent emotion-performance relationships for anger and tension. Anger and/or tension positively correlate with performance in some studies and negatively correlate with performance in others (Beedie et al., 2000).

Researchers have found emotional quotient possessing high predictive capability of performance and adjustment in various areas. A significant positive correlation between emotional quotient (EQ) and social adjustment was observed in India also (Dhingra, Manhas & Thakur, 2005; Rathee, 2009; Suri, 2008). Similarly, Chen, Lin & Tu (2006) reported a positive correlation between emotional intelligence and life adjustment (personal adjustment, family adjustment, peer adjustment and school adjustment) of senior high school students in Taiwan and Anhui province in mainland China. Rathee (2009) also reported the same findings in his study of emotional intelligence and adjustment among one hundred female college students comprising equal number of sports and non-sports persons. The demographic attributes of the individuals such as age, gender and socioeconomic status etc. have mediating role in one's adjustment. Noor-Azniza, Malek, Saleh, Farid, (2011) studied impact of emotional intelligence, gender and age on social and academic adjustment and found no significant relationship between emotional intelligence social and academic adjustments.

The above reviews of the previous work make it explicit that the role of emotional intelligence in almost all walks of life is very clear, evident and amazing. It was also observed that the impacts of emotional intelligence is not direct and it is mediated by a host of factors associated with the individual's personal, social, familial, cultural, occupational as well as biographic factors. The review made it evident that there is dearth of studies, sometimes contradictory, pursuing the impacts of emotional intelligence in determining the degree of adjustment of sportspersons and mediating role of gender. Thus, the present study aimed to explicate the impacts of emotional intelligence and gender on the adjustment of sportspersons. The major objectives of the present study were: 1. to understand the dynamics of the impacts of emotional intelligence on the adjustment of sportspersons; 2. to find out gender differences in emotional intelligence sportspersons, and 3. to find out the gender differences in adjustment of sportspersons.

METHODS AND PROCEDURE

Participants

Four hundred (200 males and 200 female) sportspersons of different Degree Colleges affiliated to Dr. Ram Manohar Lohia Avadh University, Faizabad, Uttar Pradesh, India, playing at intercollegiate level in various games age ranging from 18 to 25 selected by stratified random sampling technique belonging to different games participated in the present study. Team games were football, hockey, basketball, volleyball and cricket, while the individual games were badminton, athletics, table tennis, wrestling and chess.

Tools

Following tools were employed for the measurement of emotional intelligence and adjustment of the participants of the present study:

(a.) Emotional Intelligence Inventory

It has been designed and standardized by Mangal and Mangal (2004) for the measurement of emotional intelligence (total as well as in its four separate components) in respect of four areas or aspects of emotional intelligence namely, intrapersonal awareness (knowing about one's own emotions), interpersonal awareness (knowing about other's emotions), intrapersonal management (managing one's own emotions) and interpersonal management (managing other's emotions), respectively. A higher score of the individual in the respective areas, as well as total, shows a higher level of emotional intelligence and lower score a lower level of emotional intelligence.

(b.) Bell's Adjustment Inventory

Indian Adaptation of Bell's Adjustment Inventory by Ojha (1996) consisting 140 items pertaining to the areas of human health, social and emotional was used to measure the adjustment of the participants. It has been reported to have the acceptable psychometric properties and gained popularity among the researchers around the globe.

Procedure

The participants were consulted personally and debriefed about the basic objectives and expectations of the study. The participants filled in the consent form before they actually started responding against the various items the scales. All the sportsmen/women are required to complete the scales to assess their emotional intelligence and adjustment of male and female sportspersons. The final data treated with the mean, SDs and F-ratio statistics.

RESULTS

The results of the present study indicated that the female participants evoked higher mean score on intrapersonal awareness ($M = 17.50$, $SD = 2.95$), intrapersonal management ($M = 17.30$, $SD = 2.24$) and overall emotional intelligence ($M = 67.40$, $SD = 7.20$) dimension of emotional intelligence as compared to the male participants who scored ($M = 16.80$, $SD = 2.64$), ($M = 16.00$, $SD = 1.90$) and ($M = 65.40$, $SD = 7.53$), respectively, on the same dimensions. On the rest measures of emotional intelligence, the male participants achieved similar mean scores on interpersonal awareness ($M = 16.50$, $SD = 1.97$) and interpersonal management ($M = 16.10$, $SD = 1.70$) dimensions of emotional intelligence as to those with the females ($M = 16.50$, $SD = 1.75$) and ($M = 16.10$, $SD = 1.30$) participants, respectively (Table 1).

Thus, it is clear that the gender differences existed in emotional intelligence on some dimensions whereas on the other the gender difference did not surface. The F-ratio demonstrated that females scored relatively higher intrapersonal awareness ($M = 17.50$, $SD = 2.95$) in comparison to males ($M = 16.80$, $SD = 2.64$). The main effect of gender on intrapersonal awareness, $F(1,396) = 7.092$, $p = .008$, was also found to be statistically significant.

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Table 1: Pattern of emotional intelligence across game type and gender

Game Type	Total		
Gender	Male (N=200)	Female (N=200)	Total (N=400)
Emotional Intelligence	M (σ)	M (σ)	M (σ)
Intrapersonal Awareness	16.80 (2.64)	17.50 (2.95)	17.15 (2.82)
Interpersonal Awareness	16.50 (1.97)	16.50 (1.75)	16.50 (1.86)
Intrapersonal Management	16.00 (1.90)	17.30 (2.24)	16.65 (2.18)
Interpersonal Management	16.10 (1.70)	16.10 (1.30)	16.10 (1.51)
Emotional Intelligence	65.40 (7.53)	67.40 (7.20)	66.40 (7.43)

Pearson's coefficient of correlations was computed to find out the nature of relationship among emotional intelligence, and adjustment the sportspersons. A perusal of Table 2 demonstrate that various components of emotional intelligence showed significant positive correlations with all the four areas of adjustment home adjustment ($r = .608, p < 0.01$), health adjustment ($r = .566, p < 0.01$), social adjustment ($r = .548, p < 0.01$) and emotional adjustment ($r = .908, p < 0.01$).

Table 2: Correlations among the scores of Emotional Intelligence and Adjustment of the sportspersons

S. No.	Variables	1.	2.	3.	4.	5.	6.	7.	8.
1.	Intrapersonal Awareness	1	.674**	.923**	.571**	.608**	.566**	.548**	.908**
2.	Interpersonal Awareness		1	.613**	.836**	.483**	.614**	.791**	.794**
3.	Intrapersonal Management			1	.573**	.702**	.413**	.563**	.877**
4.	Interpersonal Management				1	.609**	.618**	.967**	.784**
5.	Home Adjustment					1	.178**	.571**	.690**
6.	Health Adjustment						1	.515**	.600**
7.	Social Adjustment							1	.773**
8.	Emotional Adjustment								1

** $p < .05$

DISCUSSION

The results of the study made it clear that emotional intelligence has very crucial for the determining the nature and extent of levels of adjustment of the sportspersons along with gender. These two factors significantly shaped the adjustment of the adjustment of the participants. The results evinced that the female participants accumulated higher mean score on intrapersonal awareness, intrapersonal management and overall emotional intelligence dimension of emotional intelligence as to those of male participants, while on the rest of the dimensions both the group of

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participants achieved similar mean scores. It pointed out towards a reality that the gender differences existed in emotional intelligence make up of males and females. The findings were also approved by the computational the F-ratios.

The coefficient of correlations indicated that various components of emotional intelligence showed significant positive correlations with all the four areas of adjustment home adjustment, health adjustment, social adjustment and emotional adjustment. Recent research by Hanin and Stambulova (2002) has identified the importance in distinguishing a specific set of emotion content that is optimal or dysfunctional for an athlete's performance. The research has suggested that due to the dynamic nature of emotional content that it would be useful to isolate temporal patterns of emotions throughout a particular competition or several competitions so as to plan psychological interventions and strategies for performance improvement (Hanin & Stambulova, 2002).

Based on Hanin's model, it has been proposed that the function of emotions in the sporting arena be studied through five basic dimensions; form, content, intensity, time and context (Crust, 2002). Acknowledging that a wide range of emotions, other than anxiety, characterize sporting experience, Hanin's model (2000) suggests that a range of positive and negative emotions can both facilitate, as well as inhibit, performance. The model suggests that positive and negative emotions may exert beneficial or detrimental effects depending on their idiosyncratic meaning and intensity.

The present study was marred by some limitations too. Small sample, stratified sampling, small number of predictor variables and single area of data were some of the important limitations of the present study. Future researchers may involve larger sample with diversified geographical areas and a good number of predictors. It is also recommended that along with quantitative methods, qualitative as well mixed methods may be employed by future researchers to spell out the exact role played by emotional intelligence and consonant mediating variables in determining the adjustment and well-being of the individuals not only in the area of sports and games but also in other important spheres of human functioning and activity.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests

The author declared no conflict of interests.

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How to cite this article: D Singh, B Bhardwaj (2016), Emotional Intelligence and Adjustment of Sports persons, *International Journal of Indian Psychology*, Volume 3, Issue 4, No. 59, ISSN 2348-5396 (e), ISSN: 2349-3429 (p), DIP: 18.01.066/20160304, ISBN: 978-1-365-26307-1