CHAPTER-2

REVIEW OF RELATED LITERATURE
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The research scholar taxed his limits and made sincere efforts to locate and collect literature relevant to study. The literature reviewed from various library sources, from the libraries of Gujarat University, M.D. College of Physical Education Sadra and Lakshmibhai National University of Physical Education, Gwalior revealed that a number of studies have been conducted on "A Comparative Study of Emotional Maturity and Achievement Motivation of Players Participating at National Level" the relevant literature pertaining to the present study has been also abstracted in this chapter to provide background material for selection of study, its methodology and ultimate interpretation of findings. A few studies of "A Comparative Study of Emotional Maturity and Achievement Motivation of Players Participating at National Level" have also been reviewed in this chapter as these were necessary for justification of the purpose of this study. Finally, a summary review has been presented in this chapter which brings out the need of this study.

Kulreet Singh¹ (2013) studied emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead a effective life. It is also true that our behavior is constantly influenced by the emotional maturity level that we possess. In view of this, an attempt is made in present study to find out whether there is a significant difference in the emotional maturity of female sports persons at graduate and post graduate level. The scale emotional maturity (Singh and Bhargav, 1994) was administered on the selected sample of two hundred (N=200) female sportspersons (N=100 graduate level females and N=100

Post graduate level females). Along with responses to the above scale, some personal data information was also collected from the sample. The obtained responses were scored and converted to standard (T) scores, further subjected to 't' test to determine the significance of difference in emotional maturity among female sportspersons at graduate and post graduate level respectively. The results revealed significant differences in emotional maturity (and its various dimensions emotional instability, emotional regression, personality disintegration, lack of independence) between graduate female sportspersons and post graduate female sportspersons.

Jill Tracey² (2012) concluded that results of a six month longitudinal study of the transition from high school to university of track and field student athletes are reported. Three in-depth personal interviews and two group interviews were conducted with sixteen first-year student athletes who responded to questions about academic, athletic, and social aspects of their experience. Several challenges faced during the transition emerged during the study, especially the feeling in the fall semester of being overwhelmed by the volume of physical and mental work, the initial isolation and loneliness, and the need to accommodate both the freedom and responsibility of increased independence. Student athletes identified two main strategies used to meet these challenges. These were time management and organizational skill, and the evolution of the track and field team as an affiliative anchor upon which student athletes counted to maintain perspective on their successes and failures. The range of emotional and cognitive responses to the demands of the first-year student-athlete experience was considerable, but the consensus was that

² Jill Tracey, John Corlett (2012) "The Transition Experience of First-Year University Track and Field Student Athletes" Journal of The First-Year Experience & Students in Transition University of South Carolina, U.S.A.
participation in sport was a benefit despite the commitment in time and energy it required.

Ergene\(^3\) (2011) studied the relationships among study habits, test anxiety, achievement motivation, and academic success in a Turkish tenth grade high school, sample consisting of 510 participants, 267 (52.4\%) of whom were females and 243 (47.6\%) were males. A positive relationship between study habits scores and achievement motivation level was found. No correlation was observed between achievement motivation and academic success. Test anxiety and study habits were associated positively with academic success and there was no association with achievement motivation.

Maleki, Mohammadzadeh, SeyedAmeri & Sani\(^4\) (2011) investigated the relationship between self-esteem and achievement motivation among successful and unsuccessful athletes in West Azerbaijan Province. Two-hundred athletes were divided into two groups of successful athletes (n=100, 50 males and 50 females) and unsuccessful athletes (n=100, 50 males and 50 females). The results showed that there is a significant correlation between self-esteem and achievement motivation in both studied groups. Moreover, successful and unsuccessful athletes significantly differed in terms of self-esteem and achievement motivation so that self-esteem and achievement motivation were significantly higher in successful athletes compared to unsuccessful athletes.


Shafizadeh & Gray\textsuperscript{5} (2011) investigated to develop the behavioural instrument for measuring the achievement motivation in sport matches. According to 5-stage behavioural measurement system, the instrument was established and was applied for Iran national soccer team among three matches. The results revealed the good validity, intra-rater, and inter-rater reliabilities for measuring motivational behaviours in sport contexts. In addition, the repeated measure analysis of variance has shown the applicability of new instrument for studying the association of achievement behaviours with successful performance, through significant differences between achievement behaviours in different matches with varied outcomes.

Sisodiya & Purashwani\textsuperscript{6} (2011) studied the relationship between achievement motivation and anxiety of inter-university level male and female shuttlers i.e. badminton players. For this purpose, 30 (15 males and 15 female) shuttlers were randomly selected as subjects, who participated in west zone inter-university badminton tournament. Findings showed no significant relationship between achievement motivation and anxiety of male and female badminton players of inter-university level.

Yusuf\textsuperscript{7} (2011) investigated firstly, the relationship between self-efficacy, achievement motivation, and self-regulated learning strategies of undergraduate students. Secondly, educational research that investigate the relationship between self-efficacy, achievement motivation, and self-


regulated learning strategies applying the structural equation modeling (SEM) in Malaysia seems to be very limited. Three hundred undergraduate students participated in the study using the Confirmatory Factor Analysis to answer the research Question: Is there any correlation between self-efficacy beliefs, achievement motivation, and self-regulated learning strategies of the UKM undergraduate students? Empirically, the CFA results indicated that there was a considerable correlation between self-efficacy beliefs, achievement motivation, and self-regulated learning strategies.

Rathee & Singh\textsuperscript{8} (2011) focused to examine the levels of achievement motivation, emotional and social adjustment among international and national players of basketball, hockey and handball games. International players had higher levels of achievement motivation as compared to the National level. No significant gender differences were noticed on this construct. Among female players, handball group was better than basketball group on achievement motivation.

Kumar & Deepla\textsuperscript{9} (2011) studied to find out the level of achievement motivation among individual game sportsperson and team game sportsperson. The sample for the study consists of 100 individual game player and 100 team game players those who have participated in the inter college tournaments of Osmania University, Hyderabad. It was found the individual game players were having more achievement motivation than team game players.


Kumar & Kalidasan\textsuperscript{10} (2011) studied to compare the sports achievement motivation level between Tamil Nadu and Karnataka fresher and experienced ball badminton players. For the study, eighty ball badminton players from Tamil Nadu state and eighty ball badminton players from Karnataka state were randomly selected as subjects. Among eighty ball badminton players, forty fresher's each from Tamil Nadu and Karnataka state were selected. The age of the selected subjects ranged from 18 to 24 years. Result revealed a significant difference between Tamil Nadu and Karnataka ball badminton players on sports achievement motivation and also found significant difference between fresher's and experienced ball badminton players on sports achievement motivation. Further it revealed that there was no significant difference between Tamil Nadu and Karnataka fresher's and experienced ball badminton players on sports achievement motivation.

Conroy & Pincus \textsuperscript{11}(2011) conducted two studies to evaluate relations between different forms of achievement motivation and transactional interpersonal impact messages during a dyadic puzzle-solving task. In Study 1, 400 college students received no formal competence feedback during the task. In Study 2, competence feedback was manipulated for 600 college students and used to create high-, low-, and mixed-status dyads. Expectancies of success had robust actor and partner effects on submission in both studies. Competence valuation was linked with communal partner effects in Study 1 and a generalized interpersonal sensitivity in Study 2. When competence was ambiguous, approach and


avoidance achievement motives exhibited affectively driven actor and partner effects consistent with their roots in pride and shame, respectively; however, when competence was established formally, motives had more cognitively driven effects on person perception and behaviour (e.g., rejection sensitivity). Collectively, these findings highlight the importance of the achievement motivation system for organizing interpersonal impact messages during competence pursuits.

Can\textsuperscript{12} (2011) conducted a study to determine the factors motivating the weight lifters participating in a weight-lifting championship and their organizational motivation level. The findings of the study revealed that the frequencies of the motivational factors vary. According to gender variable, significant differences were found for the items 4, 6, 9, 10, 11, 12 and 14. For the weight lifters, spiritual incentives are as important as material incentives. Appreciation of their efforts, effective communication among the weight lifters, coaches, club managers, good friendships result in high motivation. On the other hand, biased attitudes of the managers, unjust waging practices, lack of facilities and equipment negatively affect the motivation.

Khan, Haider & Ahmed\textsuperscript{13} (2011a) investigated the effects of gender differences on achievement motivation of university badminton players. The study was based on interuniversity level players who participated in north zone interuniversity badminton tournament held at Aligarh Muslim University, Aligarh India. The result of the study showed that there was no


significant difference between male and female badminton players on achievement motivation.

Khan, Haider, Ahmed & Khan\textsuperscript{14} (2011b) explored the relationship of sports achievement motivation and sports competition anxiety among intervarsity badminton players. The total sample consisted of twenty players age ranged from 17 to 25 years for the study. They found that there was a negative relationship between achievement motivation and sports competition anxiety among badminton players.

Kajbafnezhad, Ahadi, Heidarie, Askari & Enayati\textsuperscript{15} (2011) investigated the difference between team and individual sports with respect to psychological skills, overall emotional intelligence and athletic success motivation in Shiraz city athletes. 400 male athletes (247 individual and 153 team sports) were selected for the study. The findings of their study showed that there was significant difference between the two groups (individual and team sports) in terms of psychological skills and motivation of athletic success but there wasn’t significant difference between the two groups (individual and team sports) with respect to overall emotional intelligence.

Akomolafe \textsuperscript{16}(2011) investigated the influence of emotional intelligence and gender on occupational stress among secondary school teachers. An ex-post facto design was used to gather 392 usable copies of


the questionnaires from secondary school teachers working in Ondo state. They found significant difference between the occupational stress of secondary school teachers with low and those with high emotional intelligence. There was no significant difference between the occupational stress experienced by male and female secondary school teachers.

Lane, Devonport, Soos, Karsai, Leibinger & Hamar\textsuperscript{17} (2010) investigated relationships between self-report measures of emotional intelligence and memories of pre-competitive emotions before optimal and dysfunctional athletic performance. They found that pleasant emotions associated with optimal performance and unpleasant emotions associated with dysfunctional performance. Emotional intelligence correlated with pleasant emotions in both performances with individuals reporting low scores on the self-report emotional intelligence scale appearing to experience intense unpleasant emotions before dysfunctional performance.

Singh, Ahmed & Hussain\textsuperscript{18} (2010) investigated the sports achievement motivation of male and female badminton players, for the purpose of the study they recruited 140 (70 male & 70 female) badminton players from north zone intervarsity badminton championship. Their results of the study showed no significant difference between male and female badminton players in their level of sports achievement motivation.

Ali\textsuperscript{19} (2010) examined the relationship of sports achievement motivation with the performance of the badminton players, they selected


80 male badminton players (40 high performers & 40 low performers) for the purpose of their study from north zone intervarsity badminton championship. They found insignificant difference between high and low performers in relation to the sports achievement motivation.

Ali, Hussain, & Rahaman\(^{20}\) (2010) compared the level of aggression and sports achievement motivation between junior and senior Manipur national hockey players. The subject of their study was 50 male hockey players from Manipur state. They found insignificant difference between junior and senior national hockey players of Manipur in regard to sports achievement motivation and sports aggression.

Khan, Khan & Ahmed\(^{21}\) (2010) investigated the level of achievement motivation of asian players, they used twenty one asian players as a subject for their study. The results of their study revealed that 57.14% asian players had high level, 9.52% had moderate level and 33.33% players had low level of achievement motivation.

Badawy, Al-Anani & El-Sayed \(^{22}\)(2010) established an achievement motivation scale for the sport for all specialists. The researchers have used descriptive method on a sample consisting of 78 specialists of the sports, all from youth centers in Egypt. The researchers concluded to establishing an achievement motivation scale for the sport for all specialists that is consisted of 30 statements divided to four dimensions (self-confidence-desire to succeed-level of ambition-tendency to compete). The researchers


recommend taking advantage of the results of this research because of its importance in identifying the motivation achievement to the specialist of the sports for all.

Kannur, Reddy & Reddy\textsuperscript{23} (2010) investigated to compare the academic achievement motivation and aggression among M. P. Ed and M. Ed students. 60 men and women of M. P. Ed and M. Ed students were constituted as the sample. The Results revealed that achievement motivation was more developed amongst M. P. Ed students as compared to M. Ed students.

Mishra\textsuperscript{24} (2010) conducted a study on anxiety, aggression and achievement motivation of university kho-kho players. The study was delimited to the male Kho-Kho players of three universities (B.H.U., V.B.S.P.U., Jaunpur and M.G.K.V.P., Varanasi with age ranging from 18-25 years and was further delimited to three psychological variables i.e. anxiety, aggression and achievement motivation. In relation to achievement motivation the sequence of performance of all the three universities was M.G.K.V.P., Varanasi, V.B.S.P.U., Jaunpur, B.H.U., Varanasi.

Mudimela\textsuperscript{25} (2010) studied the impact of level of participation on psychological factors such as aggression, anxiety, achievement motivation and performance. Six hundred and twenty-five soccer players representing three different levels that is, inter-university, inter-district, inter-collegiate, constituted the sample of the study. Significant differences were found

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among three levels of participation with regard to aggression achievement motivation and performance only. Aggression and achievement motivation contributed significantly to performance whereas anxiety is found to have negative impact on the performance.

Dureha, Singh, Yaduvanshi & Mishra\textsuperscript{26} (2010) studied to compare the status of national and international hockey players on the selected psychological variables. Sixty male hockey players of India divided into two groups national (n=30) and international (n=30). The age range of the subjects was 17–25 years. They found insignificant difference in incentive motivation, achievement motivation, state anxiety and trait anxiety between national and international hockey players and significant difference was found in sports competition anxiety.

Hotaman & Yuksel-Sahin\textsuperscript{27} (2010) analyzed university students' level of achievement motivation in terms of instructors' enthusiasm and some variables such as gender, grade level, academic achievement, course attendance, and the dependence of students' course attendance upon the instructor's enthusiasm. The study was conducted with 334 university students. The results of their study revealed that the students who perceived high instructor enthusiasm had a significantly higher level of achievement motivation when compared to the students who perceived low instructor enthusiasm. The level of achievement motivation was significantly higher among female students than males. The students who regularly attended classes had significantly higher levels of achievement.


\textsuperscript{27} Hotaman, D. and Yuksel-Sahin, F. (2010). The effect of instructors' enthusiasm on university students' level on achievement motivation Education & Science, 35(155) : 89-103.
motivation than the absentees. The students who stated their regular attendance depended on the instructors' enthusiasm had significantly higher levels of achievement motivation when compared to the students stating that their regular attendance did not depend on the instructors' enthusiasm. The achievement motivation levels were significantly higher among the students with high academic achievement than those with low achievement. The students with higher grade levels had significantly higher levels of achievement motivations than those lower grade levels.

Kumar & Chandrappa\textsuperscript{28} (2010) studied the effect of socio-cultural deprivation on achievement motivation among sportsmen and non-sportsmen. There are 100 students out of which 50 are sportsmen and 50 are non-sportsmen. The non-sportsmen were selected from other general education students. Socio-cultural deprivation was the major variable of the study. The sample was administered deprivation scale and categorized in to two groups of deprivation on whom the achievement motivation inventory was administered to assess the level of achievement motivation. The sample was also divided equally in to two groups of domicile-urban and rural. The following standardized scale/inventories were used: (a) Personal data Schedule (Bio data) (b) Socio-cultural Deprivation scale and (c) Achievement Motivation inventory. The following statistical methods were used in the following study: The mean, Standard Deviation and t-test. There is a significant difference in the achievement motivation level between the high and low deprived groups: Low deprived sample has higher achievement motivation level than the high deprived. Achievement motivation level is significantly higher in the sample of sportsmen than the

non-sportsmen. Urban Students have significantly higher achievement motivation than the rural students.

Schorer, Baker, Lotz & Busch\(^\text{29}\) (2010) examined relationships among achievement motivation, relative age and size of one's early developmental environment (i.e., as reflected in population) in predicting attainment in a national talent program (i.e., being nominated for advancement in the program). Results indicated no consistent differences in achievement motivation among athletes who were nominated and those who were not.

Khan, Haider & Ahmed\(^\text{30}\) (2010) explored the difference of achievement motivation between university level male and female basketball players. Their study consisted of 24 basketball players from Aligarh Muslim University who participated in the interuniversity basketball tournament. They divided the sample into two groups namely, male (12) and female (12). They found insignificant difference between male and female players on the variable of achievement motivation.

Singh & Khan\(^\text{31}\) (2010) compared sports achievement motivation between male and female of physical education. For the purpose of the study 20 students (Male =10 and Female =10) were recruited as subjects. The age of the subjects ranged between 20 to 25 years. Results indicated insignificant difference between male and female on their sports achievement motivation.


Ahmadi, Namazizadeh, Abdoli, & Seyed\textsuperscript{32} (2009) studied achievement motivation and its subscales (competitiveness, win orientation and goal orientation) between soccer players of high and low ranking teams in super league of Iran. Participants were 115 players that divided in two groups; 57 players from first to third final ranking as high teams and 58 players from last three ranking position as low teams. The results revealed that there were no significant differences between soccer players of high and low ranking teams on achievement motivation, competitiveness, and goal orientation, but there was significant difference between players of high and low ranking teams on win orientation.

Narimani & Basharpour\textsuperscript{33} (2009) compared attachment styles and emotional intelligence between athlete women (collective and individual sports) and non-athlete women. Statistical population of this study, is comprised of all 250 athlete women (of both collective and individual sport who were exercising in the sport saloons of Ardabil city (Iran) within first 6 months of 2008. All non-athlete women of Ardabil in this age range were the normal population of this survey. Of this statistical population, 30 athletes of collective and 30 athletes of individual sports and 30 of non-athlete women were selected with simple random sampling, emotional intelligence of collective sports' athletes is higher than individual sports and it is higher in the individual sports than non-athlete persons.


Lane, Thelwell, Lowther, & Devonport\textsuperscript{34} (2009) investigated emotional intelligence and psychological skills. It was postulated that emotional intelligence and psychological skills could associate because they both relate to successful performance and emotional regulation. A key finding of the investigation was that psychological skills were associated with appraisal of other emotions and the ability to regulate these emotions. For example, self-talk associated significantly with appraisal of own emotions. Therefore, results show that participants who utilise psychological skills also reported stronger perceptions of emotional intelligence. Thus, it is argued that strong perceptions of emotional intelligence lead participants to utilize psychological skills because they will recognize the importance of regulating and managing emotion.

Murcia, Villodre, Galindo, Gimeno & Perez\textsuperscript{35} (2008) studied on "Motivation, disciplined behaviour, equal treatment and dispositional flow in physical education students" and analyzed the possible relations between dispositional goal orientations, perceived motivational climate, discipline, coeducation and the flow state in physical education students. The sample consists of 1,103 students with an average age of 14. The results show that task orientation is related to discipline, the perception of equal treatment, the task-involving motivational climate, ego orientation and the flow state in a positive and significant manner, while it is related to indiscipline and the ego-involving motivational climate in a negative manner. They obtained a relation between the different dispositional goal orientations and the different motivational climates perceived by students.


in physical education classes, so that task orientation is related positively and significantly with the perception of a task-involving motivational climate and, in contrast, ego orientation is related positively and significantly with the perception of an ego-involving motivational climate.

Thakur & Mohan\textsuperscript{36} (2008) assessed the personality traits, anxiety and achievement motivation level of volleyball players and non-sportsmen. The study conducted on 360 samples, consisting of 120 inter-college level volleyball players, 120 inter-varsity level of volleyball players and 120 non-sportsmen of different colleges and universities of north India. The result of the study indicated that achievement motivation level of high performance groups was better than non-sportsmen.

Kaur, Sharma & Dureha \textsuperscript{37}(2007) studied to find out the relationship between achievement motivation and pre-competition anxiety among inter university hockey players. 50 male hockey players who participated in the All India Interuniversity Hockey Championship 2007 held at Banaras Hindu University, Varanasi were randomly selected for this study. Their age ranged between 18 years to 25 years. Finding of the study revealed that there was a significant relationship between achievement motivation and pre-competition anxiety of interuniversity level male hockey players and there was a significant difference in the level of achievement motivation of high pre-competition anxiety group and low pre-competition anxiety group of interuniversity level male hockey players.

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Yadav, Tripathi & Dutt\(^{38}\) (2007) studied to analyze and determine the level of achievement motivation and factors influencing sports career of badminton. 96 male university badminton players representing their university teams qualifying from different zonal badminton tournaments to participate in the All India Inter-Zonal University Badminton Tournament held at Nagarjuna University, Guntur (A.P.) were selected to serve as subjects for this study. The age of the subjects ranged from 18 to 25 years. To identify factors as perceived to influencing the sports career of subjects, inventory of factors influencing sports career by Kamlesh and Sharma was used consisting of 20 statements covering internal and external factors in such a manners that the response to one statement relating to a particular factor is substantiated by the responses to a similar statement elsewhere and to determine the need of achievement motivation in performance the sports achievement motivation questionnaire by Kamlesh was administered consisting of 20 items and each item has two answers. Each statement has a maximum 2 points as the responses value. Analysis of descriptive data on achievement motivation and factors influencing sports career indicate that All India Inter University male badminton players have moderate achievement motivation level (27.9), showed moderate dependence on internal factors on internal factors (27.53) and poor dependence on external factors (17.067) influencing sports career. The comparison between the means of internal (27.53) and external (17.067) factors indicate that All India University badminton players are more internally controlled than the external factors influencing sports career as perceived by male university badminton players.

Saklofske\textsuperscript{39} (2007) studied the relationship between emotional intelligence, personality, and exercise, recruiting 497 Canadian undergraduates as a sample for their study. The results of their study showed that there is a significant difference between emotional intelligence of athletes and non-athlete persons. Also, results of this survey showed that the level of interpersonal intelligence, which is a component of emotional intelligence, is higher in athletes of collective sport than individual ones.

Villanueva & Sanchez\textsuperscript{40} (2007) investigated the relationship of trait emotional intelligence, leadership self-efficacy, and leader's task self-efficacy with collective task efficacy and group performance. They found that task self-efficacy was a mediator between leadership self-efficacy and collective task efficacy; the latter, in turn, was the best predictor of group performance. No significant relationship was found between trait emotional intelligence and collective task efficacy although, unexpectedly, trait emotional intelligence was positively associated with leadership self-efficacy.

Brackett, Rivers, Shiffman, Lerner, & Salovey\textsuperscript{41} (2006) examined the role of emotional abilities in social functioning, using three studies to examine the role of emotional abilities in social functioning. In Study 1, they examined the relationship between self-rated and performance measures of emotional intelligence. They examined whether the emotional intelligence measures were incrementally valid in the prediction of social


behaviors, including perceived social competence (Study 2) and observable behaviors in a social encounter (Study 3). They found that Self-ratings of emotional intelligence and performance measures of emotional intelligence were not strongly correlated; and after statistically controlling for personality, the performance measures of emotional intelligence was associated with interpersonal competence for men, whereas the Self-ratings of emotional intelligence was generally unrelated to social competence for both genders.

Perlini & Halverson\textsuperscript{42} (2006) compared the emotional intelligence of hockey players and general population in a survey at 2006; Emotional intelligence in the players of hockey super league. They concluded that these players have a higher emotional intelligence than compared population and also emotional intelligence was positively related to their function in the game. In this survey, emotional intelligence was a important predictor of players' function.

Berrocal, Alcaide, Extremera & Pizarro\textsuperscript{43} (2006) examined the relationship between emotional intelligence, anxiety and depression among adolescents. Two hundred and fifty high-school students were administered the Trait Meta-Mood Scale (TMMS), a self-report measure of emotional intelligence, along with measures of thought suppression, self-esteem, anxiety, and depression. Their study revealed two main findings. First, self-reported ability to regulate mood (Emotional Repair) was positively related to self-esteem. Second, self-reported emotional intelligence was negatively related to levels of depression and anxiety.


Rosete & Ciarrochi\textsuperscript{44} (2005) studied on "Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness" and seeks to investigate the relationship between emotional intelligence, personality, cognitive intelligence and leadership effectiveness. The study establishes a link between emotional intelligence and workplace measures of leadership effectiveness. In the study the correlational and regression analyses revealed that higher emotional intelligence was associated with higher leadership effectiveness, and that emotional intelligence explained variance not explained by either personality or IQ.

Dulewicz & Higgs\textsuperscript{45} (2004) explored approaches to the development of Emotional Intelligence and to the critical question 'can emotional intelligence be developed?' They used three studies involving managers, team leaders and the skippers and crews from around the world yacht race are presented to explore whether Emotional Intelligence scores change after training and other experiences. In their study they found that emotional intelligence is developable, but with differing views on the extent of development. They noted that the two emotional intelligence questionnaire elements which did not show improvements after emotional intelligence training in the retail study were found to improve with team leaders, and with skippers and top four crews respectively, in very different circumstances.

Mangal \textsuperscript{46}(2004) examined the relationship between leader efficacy and emotional intelligence on personal caring among leaders at two summer sport camps. Eleven leaders participated in a leader caring


intervention while 26 leaders did not. Magyar found that emotional intelligence was a significant predictor of personal caring. Specifically, use of emotions, regulation of emotions, and appraisal of others' emotions positively predicted coach personal caring. These findings, along with preliminary data of children's perceptions of the coaches who participated in the caring intervention, imply that coaching education programs should be augmented to include emotional intelligence related material.

Unierzyski\textsuperscript{47} (2003) investigated the level of achievement motivation of young tennis players and their future progress and examine the influence of achievement motivation on tennis performance he has taken the 185 tennis players for the study and divided the players into two groups: (Group A), players who eventually reached international level at the age of 18-20 years, and (Group B) players who never reached international level. He found in his study that the players who later reached international level in tennis possessed significantly higher level of achievement motivation than the players who never reached international level.

Wong & Law\textsuperscript{48} (2002) reexamined the definition and domain of the emotional intelligence construct and developed a new emotional intelligence scale. Using this new emotional intelligence scale, they showed that on top of general mental abilities, emotional intelligence was a good predictor of job performance. Given these opposing views of emotional intelligence, some researchers continue to develop new and revised emotional intelligence measures whereas others continue to take a conservative position and question the usefulness of emotional intelligence for serious scientific research.


Schutte, Malouff, Bobik, Coston, Greeson & Jedlicka49 (2001) conducted a study that explored the association between self-reported trait emotional intelligence and various interpersonal relations. The results indicated that higher emotional intelligence scores correlated with higher scores in (a) self-monitoring, (b) social skills, (c) cooperative behavior, (d) closer relationships, and (e) marital satisfaction. Additionally, they found that participants anticipated greater satisfaction in relationships with partners high in emotional intelligence. Schutte, et al. explained that these findings suggest that emotional intelligence is perceived as a desirable quality and may lead to interpersonal attraction.

Davies, Stankov & Roberts50 (1998) qualitatively summarized the emotional intelligence literature and developed from it a four-dimensional definition of emotional intelligence. However, they did not develop any measure of emotional intelligence. Instead, they used earlier work on emotional intelligence and a group of emotional intelligence–related measures to show that these measures loaded on the same factors as the Big Five personality dimensions. On the basis of these cross-loadings in a series of exploratory factors analyses, Davies et. al. concluded that emotional intelligence was elusive as a construct. Ironically, while building up the foundation of emotional intelligence by drawing a four-dimensional definition of emotional intelligence from the literature, they used early emotional intelligence scales that were not based on this four-dimensional definition and concluded that emotional intelligence was an elusive construct.