

CHAPTER-I

INTRODUCTION

Man is an Animal, but it is different from other animals on account of its Intelligence. So, since the times, man has begun deliberations about himself, the concept of "Intelligence" has been at the centre stage.

Whole evolutionary history of man is related with the enhanced Intelligence levels, and subsequent changes brought about, in the use of various organs by the Homo Sapien. Till lately it was considered a basis for standing of an individual. The two letters IQ, standing for Intelligence Quotient, separated two persons for being 'capable' and not 'so capable.' But gradually it was observed and realized that higher IQ levels did not guarantee success. And, there are innumerable examples of individuals of moderate IQ levels doing extremely well in their respective fields. It has been proved that our general intelligence and academic success are poor predictors of life success and adjustments and accounts for only 20% of our life success (Goleman, 1995). It is often said that high intelligence may assure the person a top position, but it may not make him a top person. This is true for all spheres of life including sports.

Sports, speaking of it in formal sense, are an activity that is governed by a set of rules or customs and often engaged in competitively. The word "Sport" comes from the old French word "desport" meaning "leisure". That is any activity which is performed, either physical or mental, to pass or utilize the spare or extra time available in one's routine. Over the time, it has been observed that sports have its inception in the doing of routine work with interest, in spare time and in a slightly different ways. Right from Athletics to today's computer games, the above fact can be seen and verified.

Sports commonly refers to activities where the physical capabilities of the competitor are the role or primary determinant of the outcome, but this term now has also started including mental games like Chess etc and motor sports where mental capacity or quality of equipment determines the result. The term sports in sometimes extended to encompass all competitive activities in which offense and defense are played, regardless of the level of physical activity.

Sports, in today's world have become an integral part of any individual's healthy daily routine. It is part of school curriculum throughout the world. It is an

indispensable part of training of all uniformed forces of the world because sports not only helps in physical fitness of a person, but also inculcates in him the qualities of sharing, cooperation and sportsmanship.

The term "sport" is sometimes extended to encompass all competitive activities, regardless of the level of physical activity. Both games of skill and motor sport exhibit many of the characteristics of physical sports, such as skill and sportsmanship.

There are artifacts and ancient structure that suggest that the Chinese engaged in sporting activities as early as 4000 B.C. Gymnastics appears to have been a popular sport in China's ancient past. Monuments to the Pharaohs indicate that a number of sports, including swimming and fishing, were well developed and regulated several thousands of years ago in ancient Egypt. Other Egyptian sports included Javelin, throwing, high jump and wrestling. There are innumerable similar examples associated with prevalence of various different kinds of sports in ancient civilizations, all over the world. Sports became such a prominent part of their culture that the Greeks created the Olympic Games, which in ancient times were held every four years in a small village in the Peloponnesus called Olympia.

Sports have been increasingly organized and regulated from the time of the Ancient Olympics up to the present century. Industrialization has brought increased leisure time to the citizens of developed and developing countries, leading to more time for citizens to attend and follow spectator sports, greater participation in athlete activities, and increased accessibility. These trends continued with the advent of mass-media and global communication. Professionalism became prevalent, further adding to the increase in sports popularity.

Sports has since long been considered a means of identifying the standing of a nation in the world order. The Mega sports events like Olympics and world cups of various sports have become the favorite occasions to show case the sports prowess, other political ideology and the organizational capacity of the country.

The summer Olympics of 1936, held in Germany was the first such event, in the modern times when efforts were made by the Nazi setup, led by Hitler in Germany to propagate their political ideology and show the supremacy of Aryan race through performance of its Athletics in various events.

In the present times, similar efforts were being made by emerging nations like China, to claim their standing in the world through the performance of its Athletes

and also through successful organization of Olympics in 2008 and Asiads in 2010. Every nation, big or small tries its best to make itself noticed through such sports events in the world. Even in the past, the rivalry of Cold War Era superpowers USA and USSR was amply reflected in the efforts put in by them at various international events to be one-up from each other. Sports have been an epitome of power and strength.

In ancient India, the tradition of "swaimvar" was a common thing among royalty. Various kinds of Games were devised to test the skill and strength of prospective grooms, and the one who excelled was chosen as the match for the bride. This tradition shows the importance of physical activity, which eventually grew into various forms of sports.

Most of the sports of earlier times involved demonstration of strength and skill regarding their daily activities like-Archery, Horse riding, Javelin throw, Sword fighting etc. These activities which were started to bring among the people as sense of competition slowly grew into full fledged sports, and this is true for almost every sport.

Now a days, with the change in life style and general activities of people, it is seen that the nature of sports is also changing. Earlier, sports mostly displayed strength or raw power, as most of the human activities required use of strength of human body. But, gradually as human lifestyle changed, the mere use of body strength has been slowly replaced by various forms of mental activities, and a similar change is being reflected in the emerging new forms of sports. The games like Chess, Cyber games and competition of various robots has now become common.

A deeper investigation into the sporting activities in past, reflects that, there was social segregation with regard to the participation in some particular sports. This evident if a historical look over various such activities in India is taken. Indian society was divided by caste system and had different kinds of activity by different people in the society. It was mostly the upper castes or kshatriyas who were involved in different sports like horse riding, archery, wrestling etc. This aspect has now completely changed with evolution of education system and with various steps taken up for organization and better administration of sports.

So, much Importance have started, to be given to sports by countries in the world that previously countries like U.S.S.R and now China, have systems to identify proper talent in young age and nurture them in special schools so that a large pool of

talented and specially trained young people are available for international competitions, thus bringing glory to the nation and increasing its stature in the world.

In the present day world, sports activities have developed so much, that political leadership of any country takes a deep interest in its organization. Right from election to various governing bodies to conduct and participation in major sports events in the world, is high on the agenda of all governments. The entertainment aspect of sports, together with the spread of mass media and increased competition has led to professionalism in sports. This has resulted in some conflicts, where the paycheck can be seen as more important than recreational aspect, or where the sports are changed simply to make them more profitable and popular, thereby losing certain valued traditions. In the today's world recreational value or popularity of any sports makes it flourish. There are many games who due to lack of support from media have been relegated from their prime positions, Hockey in India is the best example, which from being a national game is now playing second fiddle to Cricket, with few young people being attracted towards it.

Sports of any kind, whether physical or mental, is a performance by an individual. This is never stable and is influenced by number of factors. The present day sports setup is very organized and for almost every sport, physical or mental, an individual or team is supported by a complete team, which usually includes coaches, physical trainers, doctor and a sports psychologist. Though most of the other team members have been a part of the supporting team for quite some time, the inclusion of sports psychologist has been made only in the recent past. The inclusion of sports psychologists coincides with the recent advances in the human psychology, efforts were made to find answers to some questions which remained unanswered through traditional approaches. The emergence of concept of emotional intelligence, is the result of such efforts. There have been innumerable instances, where a very talented and skilled player has been found to be performing much below his capability. This marked fall in performance remains unanswered through the known realms of sports psychology, as in spite of being physically fit, the player in question lacked and did not reflect his known potential or skills.

With the increased 'Professionalism' in sports, so much time and money is invested on the sports and players. Player becomes a key part of this money driven sports setup. In such a set-up, player cannot just play for demonstration of fitness. He has to fit into the strategy of that 'Club' or 'Corporate House.' This not only drives

out the best in a player but also keeps him under intense pressure to perform. This pressure is the main cause of so many incidents of inconsistent performances, behavioural problems and social mal-adjustments. As a result all major sporting nations and professional sporting entities have set up an elaborate system of supporting the players. This system includes the best available talent, right from designing the outfit of the players to coaching staff, physio's and the sports psychologists. There were times when a person was involved in sports or leisure when he felt like or wanted to. But in present times sports calendars are decided almost years ago and so players, professional or otherwise have to participate and perform at their best at the pre-decided time and this requires complete preparation i.e. physical and mental.

The significant role played by sports and recreation in every culture and society across the globe is well known. Sport and leisure continue to support huge industries and take up massive amounts of individual time, effort, money, energy, and emotion in the western and eastern worlds alike,. "It has been estimated that around two thirds of all newspaper readers in Great Britain first turn to the sports pages when they pick up their daily paper" (Butt, 1987:65). Considering the number of people actually engaged in sport or even taking the number of people exercising regularly, the significance of sport to all our lives is clear.

Sport performance has taken a great leap over the last 20 years. Technology has enhanced our level of performance greatly through improved equipment and nutritional products. Back in the 1980's it was good enough to be fitter than your opponent, that would secure the win; it was good enough to have more technical skills, it would ensure the upper hand; even having tactical skills would allow for an advantage. Today however, everybody is as fit, as technically and tactically advanced as their opponent. The playing fields have been leveled once again. What possibly could give us the edge that we are desperately looking for to give us the one up on our opponents?

Of all the factors affecting sports performance, it seems that the equally important is the ability of the athlete to identify and assume the appropriate feeling required to perform at his best when he needs to do. Whatever might be the level of skill, strength and experience of an athlete, his performance in the face of stiff competition will be largely influenced by his ability to assume the right emotion and attain an appropriate level of the emotional energy for performing at his optimum.

It is needless to say that, sports in the present day world are making a lot of business or economic sense. So, much is at stake that there is no room for error. Sportsmen have to be almost mechanically fit and at their best. This is where the problem starts. Sports man can take care of his physical self by taking proper diet, following a prescribed routine of weight training and other conditioning exercises and adding new skills from time to time. But this alone, does not seem to suffice. There are incidents where in spite of being at their best physically, sportsmen were not able to perform up to the level. So, another look at the reasons for failures, points towards mental aspects of an athlete. This is where the recently emerged concept of Emotional Intelligence begins to fit into. The sportsman like Diego Maradona, are example, how, though being physically fit and individual cannot just play his part in the game. The incident of 'Leading by might' have cost the 'World Cup' for France, because he just could not control is anger or rage. So, there is no doubt that the present day sports setup and individuals involved in the field of sports psychology have begun to look towards emotional aspects for finding the answers regarding performance of sportsmen. They have taken one from the corporate world where the selection process for new employees included testing of Emotional Intelligence.

According to Kauss (1996), how you feel is how you will play. 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.

So, having recognized Emotional Intelligence as an important variable of human psychology which drives an individual and affects his performance in any concerned field, it becomes imperative to see how this variable correlates with the performance in sports, as these are not only intense but are full of aggression.

Emotional intelligence is an important set of psychological abilities that relates to life success. To understand the concept of emotional intelligence, one should be clear about the two constituent terms, emotion and intelligence and their combination.

Emotions are one of the three fundamental classes of mental operations. These classes include motivation, emotion and cognition. Among these three classes,

motivation arises either in response to internal bodily states and includes drives such as hunger, thirst etc. or is social in nature like need for achievement, need for power and need for affiliation. Motivations are responsible for directing the organism to carry out acts and to satisfy survival, reproductive needs and social needs.

Cognition allows the organism to learn from the environment and to solve problems in novel situations. It includes learning, memory and problem solving which have formed the basis of the numerous definitions of Intelligence given by various researchers working in this field. In other words cognition refers to the operationalization of the concept of traditional intelligence.

The term emotion is derived from the Latin word "Emovere" which means the Spirit that moves us. The spirit/energy is the transmitter and recorder of all feelings, thoughts and actions. It determines what men are drawn to, believe in and commit to. In other words, emotions are the currents of energy that are within us. Emotion makes up what men are, shapes our minds as well as the entire personality pattern, when they enter the human system as energy that radiates and resonates. Our emotions usually prompt us to show our liking or disliking for something. All such positive and negative reactions are largely due to the emotional state of mind.

Emotions help in responding to changes in relationships between the individual and environment. Each emotion organizes several basic behavioral responses. Emotions are indispensable part of our life. They do not follow any rigid time course but instead respond to external changes.

Thus it is evident that Emotional Intelligence, which was rather insignificant and overlooked aspect of human personality, has begun to be recognized as a defining one. Though the emergence of the concept of Emotional Intelligence goes far back in time, but it was only lately that Psychologists began to recognize it as unique and separate part of human psychology.

Salovey and Mayer [1990] defined Emotional Intelligence as "a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action".

There are innumerable examples of very successful people in the world, whose IQ levels were near to average, but owing to their outstanding Emotional Intelligence they have succeeded and excelled in life; Bill Gates is one outstanding example, who in spite of being a school dropout founded and developed 'Microsoft' as the leading

company in the world. Today, the rule of the work place is rapidly changing and a new yardstick is being used to judge people. This is not merely in terms of how smart a person is or what his academic qualification is but also by how well he is able to handle himself and others. Consequently, it has now been widely accepted that to define success realistically and manage one self and others effectively, Emotional Quotient (EQ) component needs to be essentially amalgamated with that of IQ.

The importance of Emotional Intelligence has been widely recognized in today's competitive world. It has become an important attribute, in various selection procedures adopted in the corporate world, where, merely good IQ no more qualifies a person for a top-notch job. Various methods are adopted and an individual's social or Emotional Intelligence is established before giving him a job offer. One most important factor associated with Emotional aspect of an individual is the 'motivation'. There are innumerable stories and incidents which reflect this factor and the difference between, what a person can do and what a person wants to do is amply highlighted to justify the ultimate performance of the individual in any task which he undertakes.

Emotional Intelligence also has an impact on work place experience. Golamn (1998) suggested that individuals, who had developed emotional intelligence, would be able to communicate better, thus making their intentions more clear. He goes on further to imply that people with EI would be well suited to deal with team work due to their advanced social skills. The ability to be attuned to other workers emotions as well as personal emotions and their impact on other workers has been purported to be a very attractive skill for leaders (George, 2000).

Emotional Intelligence is related quite strongly to social adjustment. Social adjustment apparently seems to benefit from an ability to monitor ones own moods so as not to be out of sync with the social groups that they interact with. This could be considered the ability to self-regulate emotions. Emotional Intelligence includes self control, Zeal and persistence and the ability to motivate oneself. The major skills of an Emotionally intelligent person is to know one's emotions, management of emotions, motivating oneself i.e. delaying gratification, being balanced in emotions and have reason so as to maximize your long term happiness. Emotion Intelligence includes qualities such as self awareness, ability to manage moods, motivation, empathy and social skills like co-operation and leadership.

The most valuable aspect about emotional Intelligence is that it is neither genetically fixed nor it develops in early childhood. Emotional Intelligence is largely learned and it continues to develop throughout life and it grows with the conditioning of life experience. Unlike I.Q. Emotional Intelligence can be improved through life. As one learns more about himself and its manifestation and his moods, he tends to improve his emotional Intelligence and his ability to handle stress increase. So, with the passing time and positive experiences, an individual gains maturity and gradually acquires emotional competencies which ensure outstanding performance at work and a very cordial and mutually respectful relationship in his setup.

Emotional Intelligence is helpful in explaining so many variations and differences in the human psychology which earlier could not be explained with the traditionally known aspect i.e. I.Q. They could not explain why a university topping Engineer, when offered a job with the top most firm in the world, just could not get going and work as a part of the team, which led to his eventual failure. The human to human contact through emotions is the one and only thing which makes a man successful and a productive member of the society. While IQ is more of an isolated aspect, concerned with reasoning, Emotional Intelligence is concerned with motivation and feeling. If I.Q. is the 'strength' of a man, the Emotional Intelligence is the 'will' to use that strength. So, ultimately what a person can achieve, depends on the will to use his strength rather than on the fact that how much strength he has.

It has long been acknowledged that psychological skills are critical for athletes also at the elite level. Athletes with the requisite “mental toughness” are more likely to be successful. In the past, it was assumed that these skills were genetically based, or acquired early in life. Now, it is commonly accepted that athletes and coaches are capable of learning a broad range of psychological skills that can play a critical role in learning and in performance.

It can thus be concluded from the above discussion, that Emotional Intelligence as manifested through motivation and will power, is that part of human behaviour which ultimately determine his success or failure. It is more like a spirit which drives the body, and makes it do, whatever it does and makes the difference which is visible between two similarly gifted individuals in terms of I.Q., but having real difference in regard to motivation or willpower. Emotional Intelligence thus, is the determining force behind the achievement of an individual and rather a more apt or accurate indicator of his success in different fields of life.

Emotions are thus accepted to be a driving force behind the physical power and skills of an individual, but this needs to be further examined and tested empirically so as to make this statement more authentic and measurable.

To fully understand sport psychology, one have answers to two very important questions, first, what is sport psychology and second, who is it for? Put in the simplest way, sport psychology can be an example of psychological knowledge, principles, or methods applied to the world of sport. "Two psychologists, Bunker and Maguire, say sport psychology is not for psychologists, but is for sport and its participants" (Murphy & White, 1978:2). However, it may be argued that sport psychology, can be for psychology, just as it can be for scientists, managers, teachers, administrators, coaches and last but by no means least, the athletes themselves. Sport psychology has stood apart from the discipline of psychology as a whole. "Its history is different, its concerns are often different, its centers of learning and teaching are often different, and its professional training is different" (Garfield, 1984:34). Despite this, sport psychology remains permanently bonded to psychology through its common interest in the fundamental principles of psychology, human behavior, and experience.

A common problem with sport psychology research lies in its somewhat myopic or short-sighted appreciation of present day accumulated psychological knowledge. The information on sports psychology resembles a landscape which rises and falls often suddenly and dramatically. According to (Garfield, 1984:6) "At certain times, massive peaks of understanding rise up before our eyes yet at other times; huge tracts of psychology remain untouched to the horizon". The scientific traditions, institutions, and publications in the field of sports psychology first came into being around the 1960's, and it was this era which truly marked the structural genesis of modern day sport psychology. Nevertheless, there are many aspects of sport psychology which remain untouched till today. In order to determine the role psychology plays in the mind of a young athlete, it is important to examine the uses and techniques of sport psychology. Sport psychologists over the years have maintained a keen interest in psychological profiling and have been naturally drawn to the quantification of personality variables. As sport itself revolves around the measurement and reward of individual differences in performances, it is very likely that psychological differences rather than sporting differences may be quantified by scientists during their study.

Butt (1987:97) opines that "the research is often looked at in terms of three primary areas, the search for the winning profile, a comparison between athletes and non-athletes, and differences in the personalities of athletes either competing in different sports or playing in different positions". Any discussion of personality traits in sports could not ignore competitive anxiety. Helping athletes to deal with pressure has become the bread and butter of many sport psychologists. "The problem of anxiety is dealt with two areas of research: test anxiety and achievement motivation" (Hackfort & Spielberger, 1989:247). Presently, the test scale which enjoys the greatest popularity is the second version of the Competitive State Anxiety Inventory or CSAI-2. It is this test that psychologists measure the level of anxiety of an athlete. It consists of questions in which each have four levels of severity with four being the highest level. The CSAI-2 has been the basis for many other modern day anxiety questionnaires. "There remain so many fundamental questions which have yet to be resolved that attempts to quantify concepts such as anxiety, when we are still not sure just what this term actually means, can seem rather premature at times, but the development of research instruments has nevertheless proceeded rapidly" (Wolff, 1993:22). A cluster of core psychological constructs like achievement motivation, competitiveness, and self-confidence together with competition anxiety have been accepted to be most relevant to understanding sport performance. With regard to Achievement motivation and competitiveness, recent advances have been predicated upon the interest originally stimulated by the Atkinson model of Achievement motivation. "Atkinson's nAch or the need to achieve was taken to be a composite of two independent factors, the motive to achieve success (M) and the motive to avoid failure (M), mediated by the probability of success (P) and the incentive value of success (1-P)." (Hackfort & Spielberger, 1989:251). This relationship is represented by the following formula. $nAch = (M - M) \times (P \times [1 - P])$. Without exploring the subtleties of this model in any depth, the single most important point which comes to light is that high achievers will be drawn towards competition and difficult yet realizable challenges while low achievers will try to avoid personal challenges or set unattainable goals where failure is a high probability. (Hackfort & Spielberger, 1989:252) list this motivational model as capable of disclosing many problems in achieving good performance, particularly those afflicting young athletes.

Some methods of sport psychology deal with cognitive psychology. And traditional behavior modification techniques aim at changing behavior by modifying

the environment in systematic ways. However, there have been claims that it is not the environmental events themselves but the individual's perception of those events which are of primary importance in determining behavioral changes. Martens (1981:57). Puts forward the view that although cognitive coping strategies may be changed by modifying conventional behavior, the involvement of the individual in expressing his or her own thoughts and feelings is found to increase the efficacy of treatment. There are a range of stress management packages available as useful to coaches and athletes for reducing stress and enhancing performance and Meichenbaum's. Stress-Inoculation Training (SIT) is one of them. Smith's Cognitive Affective Stress Management or SMT and Suinn's program of Anxiety Management Training or AMT are other popular programs. Smith (1983:139) has analyzed SIT and SMT and concludes that they are adapted or developed specifically for use in sport and both outline essentially the same four stage process. The first stage is the educational phase during which athletes explore the stress reaction itself, including antecedents of stress, nature of stressors, and own reactions and consequences of action. The next stage introduces to a gamut of coping skills for handling stress like relaxation training and the use of cognitive skills to prepare for stress. The third stage is the practice phase. While SIT emphasizes on supervised practice in coping in increasingly stressful situations, e.g., practice, game-like practice, and games, SMT introduces an induced affect as a major factor - the athlete imagines distressing situations which generate high levels of emotional arousal and use coping skills. The final stage involves an evaluation component to assess the effectiveness of the program in meeting individual needs.

Another method of cognitive sport psychology is imagery and visualization. The use of imagery is advocated by many self-help manuals for coaches and athletes for a wide variety of purposes including skill acquisition, skill maintenance, competition preparation, and arousal control. "practical examinations of imagery by Murphy & White (1978:14) focused on the role of mental practice in skill acquisition and the role of imagery as a pre-competition cognitive psyching-up strategy and comparisons in the use of imagery by successful and unsuccessful athletes. A number of studies also explored various variables expected to mediate imagery effects. Studies indicate that imagery was used by more successful athletes than by the unsuccessful ones.

However, despite these apparently supportive findings, the recent research has not been without criticism. In particular much of the work conducted within sport psychology has been accused of being methodologically flawed and lacking a coherent theoretical framework to explain imagery effects. Although suggestions for improvement in both these areas have been made, research efforts ironically have tended to lag behind actual practice of interventions and practical guidelines for imagery use in sport. Another popular approach to improving sporting performance which appears to be above all else psychological is that of the Inner Game. "Inner Game was an expression coined by Gallwey in the 1970's, and has been the basis for a considerable number of popular sport psychology books by Gallwey focusing on games including golf, skiing, and tennis" (Butt, 1987:78). Gallwey claimed that the most formidable opponent a performer in sports must face is inside his or her own head. Inner Game is essentially a conflict between two selves, self 1 and self 2. They are said to have quite different characteristics. Self 1 is conscious, self-conscious, and linguistic. It is the thinking self which evaluates, analyzes and criticizes performance and it may be responsible for inappropriate responses or it may motivate the athlete towards counterproductive actions. Self 2, on the other hand, is described as unconscious and computer like, and deals most effectively with visual and spatial information.

There are varied fields of sports - individual sports like Boxing, Wrestling etc. and team based sports like – Football, Hockey, Cricket etc. The emotional state of an individual player has a varying affect in both the forms of games. In the individual sports if it directly affects an individual's performance, its affect have a different dimension in team sports where the performance of an individual also affects the performance of whole team and also the emotional state of other players. Similarly, the performance as affected by the emotions of a player might also differ on sexual grounds i.e. male as compared to female. Performance may also differ as per nature of the game i.e. physical and mental. Different aspects may be needed to be studied to assess performance in games where only mental efforts are made like chess etc. as compared to the sports where both physical and mental efforts are required in coordination like, Hockey, Basketball etc

A number of studies have been undertaken to relate in intelligence and sports performance. (Fisher, 1984) studied numerous personality traits including intelligence for this purpose, but not many conclusions about athletes' intelligence levels were

drawn from this research. According to him intelligent behavior depended on the way in which events are represented and encoded in the brain and this was related to perception and attention. (Marteniuk, 1976) also related intelligence to attention and perceptual style. They listed some characteristics of this style as the way a person (a) transforms and codes environmental stimuli, (b) attends to some stimuli while neglecting other, (c) uses stimuli to form the internal representation of the external world, (d) symbolizes events in space and time, and (e) organizes, initiates, and controls movements (Marteniuk, 1976). Tenenbaum and Bar-Eli (1995) also discussed intelligence with reference to intellectual capabilities required for successful athletic activities, such as information processing, knowledge, experience, decision making, reaction time, timing, memory and recall, vision, sensor motor processing, attention, anticipation, cognitive styles, and time and space perception. These all seem to be related to emotional intelligence in sport.

Gardner's (1983) analyzed intelligence to be composed of seven multiple abilities viz. linguistic, logical-mathematical, spatial, musical, kinesthetic, interpersonal and intrapersonal. Following his efforts, different concepts of intelligence like "Nonverbal Intelligence" (Brown, Sherbenou and Johnsen, 1990), "Emotional Intelligence" (Gdeman, 1995) and "Naturalistic Intelligence" (Gardner, 1999) were also put forward. Intelligence was recognized as a complex cognitive construct, particularly when applied to a specific field such as athletic performance. In the early 1990s, research in this area was still in its infancy (Tenenbaum and Bar-Eli, 1995) and the exact nature of the relationships between intellectual capabilities, nonverbal intelligence, motor behavior, emotional intelligence and performance were still quite vague.

Therefore, a deeper study is needed to correlate performance and emotional intelligence so that more effective and proficient methods of training based on psychological foundations are developed and employed in the training of sportsman in order that human efforts could reach the marks previously thought unachievable.

It is in the light of the above, the present study is proposed to be undertaken. Football has been chosen as the sports of interest as it is the team game played most ferociously almost all over the globe. This game requires extreme levels of physical and mental fitness. Moreover, the performance, below par or exceeding ones level can easily be observed and marked.

It is evident that the present day setup of sports has reached its competitive best today. This requires the sportsmen to be trained and conditioned in all aspect so as to be able to perform at their peak level. The concept of Emotional Intelligence has been accepted by psychologists as the one which affects human performance as it is one thing which drives man or is the motivational force leading to all his achievements. Therefore the present days' training needs to consider this aspect of human psychology for complete preparation of the sportsperson for the competition. For this, the nature in which emotional intelligence affects the sports performance has to be tested with appropriate psychological tools and quantified. It is for this purpose that the present study of Emotional Intelligence and Sports performance is proposed and undertaken using the sample from university level men's team of Football, so, as to determine the difference of emotional intelligence among the university level high and low performing soccer players. It is proposed to study the university level teams as the samples for data collection so that varied external factors involved in the life of professional players are not able to affect the sample, and, effect of emotional factors is reflected more clearly.

STATEMENT OF THE PROBLEM

The purpose of the study was to compare emotional intelligence level among the university level high and low performing soccer players.

OBJECTIVES OF THE STUDY

1. To find out the significant difference of emotional intelligence among the university level high and low performing soccer players.
2. To find out the significant difference of maturity among the university level high and low performing soccer players.
3. To find out the significant difference of compassion among the university level high and low performing soccer players.
4. To find out the significant difference of morality among the university level high and low performing soccer players.
5. To find out the significant difference of sociability among the university level high and low performing soccer players.
6. To find out the significant difference of calm disposition among the university level high and low performing soccer players.

DELIMITATIONS

1. The study was delimited to the male university level soccer players.
2. The study was further delimited to the following high and low performance teams:

Sr. No	A-High Performance	Sample	B-Low Performance	Sample
1	Annamalai University	15	Nagpur University	15
2	Guru Nanak Dev University	15	Vishwabharati University	15
3	Punjab University	15	V.B.S.Purvanchal University	15
4	Calicut University	15	Pune University	15
5	Kerala University	15	Goa University	15
6	Punjabi University	15	Burdwan University	15
7	Calcutta University	15	Guru Jambheshwar University	15
8	Bangalore University	15	Aligarh Muslim University	15
		N₁ = 120		
			N₂ = 120	

3. The study was delimited to semantic differential emotional intelligence instrument developed by (Carrothers, Gregory and Gallegher, 2000)

Components of Emotional Intelligence	Dimensions (34)
Maturity	12
Compassion	08
Morality	07
Sociability	04
Calm Disposition	03

A. Maturity

1. Insecure	.....	Secure
2. Unsure	.....	Sure
3. Comfortable	.....	Uncomfortable
4. Definite	.....	Uncertain
5. Mature	.....	Immature
6. Clear	.....	Hazy
7. Unaware	.....	Aware
8. Stable	.....	Erratic
9. Irrelevant	.....	Relevant
10. Uncommitted	.....	Committed
11. Incompetent	.....	Competent

12. Real	.....	Unreal
B. Compassion		
13. Like	.....	Dislike
14. Fake	.....	Genuine
15. Helpful	.....	Aloof
16. Empathetic	.....	Self-centered
17. Unforgiving	.....	Compassionate
18. Sharing	.....	Selfish
19. Sensitive	.....	Insensitive
20. Humble	.....	Arrogant
C. Morality		
21. Worthless	.....	Valuable
22. Irresponsible	.....	Responsible
23. Meaningful	.....	Meaningless
24. Right	.....	Wrong
25. Good	.....	Bad
26. Dishonest	.....	Honest
27. Immoral	.....	Moral
D. Sociability		
28. Low	.....	High
29. Warm	.....	Cold
30. Unsociable	.....	Sociable
31. Happy	.....	Sad
E. Calm disposition		
32. Relaxed	.....	Tense
33. Excitable	.....	Calm
34. Moving	.....	Still

LIMITATIONS

1. Since the study was qualitative in nature, the responses were based purely on the attitude of different subjects. Thus, it would become difficult for the researcher to determine the responses given honest and wholehearted or not.
2. Certain factors like diet, rest, sleep etc. were beyond the control of the investigator and were considered as limitations of the study.

3. As the subject come from different socio-economic groups their dietary habits, life style, routine of study and play were different which were considered as limitations of the study.

HYPOTHESES

1. There may not be significant difference with regard to emotional intelligence among the university level high and low performing soccer players.
2. There may not be significant difference with regard to maturity among the university level high and low performing soccer players.
3. There may not be significant difference with regard to compassion among the university level high and low performing soccer players.
4. There may not be significant difference with regard to morality among the university level high and low performing soccer players.
5. There may not be significant difference with regard to sociability among the university level high and low performing soccer players.
6. There may not be significant difference with regard to calm disposition among the university level high and low performing soccer players.

DEFINITION AND EXPLANATION OF THE TERMS

❖ Intelligence:

- An underlying ability which enables an individual to adapt to and function effectively within a given environment.

❖ Emotion:

- A mental state that arises spontaneously rather than through conscious effort and is often accompanied by psychological changes; a feeling; the emotions of joy, sorrow, reverence, hate and love.

❖ Emotional Intelligence:

- A form of social intelligence that involves the ability to monitor one's own and other feeling and emotions, to discriminate among them and to use this information to guide one's own thinking and action.

❖ Maturity:

- Maturity is a psychological term used to indicate that a person responds to the circumstances or environment in an appropriate and adaptive manner. This response is generally learned rather than instinctual, and is not determined by one's age.

❖ **Compassion:**

- Compassion is a human emotion prompted by the pain of others. More vigorous than empathy, the feeling commonly gives rise to an active desire to alleviate another's suffering.

❖ **Morality:**

- Morality is the quality of being in accord with standards of right or good conduct or a system of ideas that fall into those same categories.

❖ **Sociability:**

- The skill, tendency or property of being sociable or social, of interacting well with others.

❖ **Calm disposition:**

- Freedom from motion, agitation, or disturbance; a cessation or absence of that which causes motion or disturbance, as of winds or waves; tranquility; stillness; quiet; serenity.

❖ **High Performance Group:**

- The members of top eight teams that secured first and second positions in their respective pools and further qualified for semifinals and finals of all indian inter-university football (men) championship consisted the high performance group.

❖ **Low Performance Group:**

- The players from eight teams that were not among the top eight performing teams in the inter-university football (men) championship consisted the low performance group.

SIGNIFICANCE OF THE STUDY

The concept of emotional regulation aligns to the concept of emotional intelligence, defined as 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 actions (Salovey & Mayer, 1990). Sports psychologists and professional athletes have started to evaluate the linkage between emotion and competitive sporting performance and in particular how moderating and appropriately expressing the experience of emotions can facilitate performance (Vallevand, 1983). The potentially influential role of emotions on athletic performance has generated a great deal of interest amongst practitioners and researchers concerning those factors that help athletes develop emotional control techniques (Jones, 2003). In research it has been demonstrated that beliefs regarding emotion regulation skills are associated with

emotional states associated with successful soccer performance (Totterdell & Leach, 2001). The notion is that individuals who can manage others and their own emotions successfully can use emotions experienced during competition to assist performance. The postmodern and poststructuralist vibrational field of sports psychology is revolutionized by the multi-disciplinary approach with respect to its core perception in the contemporary intelligentsia. Sports psychology is widely and wisely considered a 'relative' although independent branch of study. By relative, I mean that interdisciplinary tools of analysis and interpretation should be privileged in order to broaden and enrich the scope of meaning-formation. The traditional isolative study modules are becoming vague with a positive connotation. The just quoted positivity leads to fostering multi-dimensional approaches to make the real understanding of existence with respect to the field of sports psychology more holistic envisaging and encapsulating the discursive manifolds of 'collective beliefs'. The present study is an attempt to unfold and highlight the comparison of emotional intelligence level among the university level high and low performing soccer players. This study will help the sports fraternity to understand the psychological makeup of team game players. This study will also be useful to understand the behavioral aspects of maturity, compassion, morality, sociability and calm disposition among the university level high and low performing soccer players. The present investigation will provide useful tool for physical education teachers, trainer, coaches, sports psychologists and athletes in talent identification, planning, training and preparation of athletes for competitions according to their capabilities. The factual understanding may lead to facilitation of the techniques and tactics development which may lead the athletes to excel in sports.