CHAPTER 1

Introduction
CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

Man has always been ambitious throughout his evolution since ages together. He has always strived hard for excellence and to be better than others, be it in the field of intellectual accomplishments and quests, or in the area of physical prowess and efficiency. Sports and varied forms of physical activities were being constantly devised and being constantly upgraded by the man to exhibit his physical superiority.

A sport is an organized, competitive, and skillful physical activity requiring commitment and fair play, in which a winner can be defined by objective means. It is governed by a set of rules or customs. In a sport the key factors are the physical capabilities and skills of the competitor when determining the outcome (winning or losing). Games such as card games and board games, though these could be called mind sports and some are recognized as Olympic sports, require primarily mental skills and only mental physical involvement. Non-competitive activities, for example as jogging or playing catch, are usually classified as forms of recreation.

Physical events such as scoring goals or crossing a line first often define the result of a sport. However, the degree of skill and performance in some sports such as diving, dressage and figure skating is judged according to well-defined criteria. Records are kept and updated for most sports at the highest levels, while failures and accomplishments are widely announced in sport news. Sports are most often played just for fun or for the simple fact that people need exercise to stay in good physical health.

Sports touch the lives of different people in different ways, these have become an arena for cutthroat competition where every individual is highly motivated to win. The emphasis on healthy body and fair play by the youth in sports has been diluted by the attitude of winning at all costs. The craze for winning medals in the Olympics and other international competitions has catalyzed the sports scientists to take interest in exploring all the aspects and possibilities which can contribute to enhance the sports performance.
Sports careers are filled with fluctuations of fortune that allow athletes to experience both the thrill of victory and the agony of defeat within their own career. Sports is viewed as a good tool to develop positive psychological, sociological as well as physiological traits. Some athletes repeatedly fail in competition in spite of good results during training. There are not many players who can honestly say that their game is never affected by mental or psychological factors. Almost everyone who competes or attempts to do their best at some important aspect of life has experienced both mental boosts and hindrances. Doubts, confidence anxiety, poise, courage and fears, for example, can have a significant impact on how well we perform. The more we understand the complex inter-relationship between mind and body the more it becomes clear that in order to perform at our best we must properly prepare physically and use both body and mind. Research and experience have proven that structured scientific psychological training can help us learn to prepare and use our mind to improve our competitive performance.

All sports, games, gymnastics and dance activities are elaborations, modifications and adaptation of these basic patterns. The movements in ball games are also modification of this basic pattern. Many ball games were developed to fulfill the need of activity in various conditions. The game Basketball also a ball game, which was invented for need of activity during winter season in western countries.

**The Game Basketball**

Basketball is one of the most popular sports in the world in terms of spectator sports and players participation. It is one of the fastest game in the world. It is exciting, fast and spectacular game as it involves most continuous movement and actions. These ingredients make it challenging in many ways for the participant and a thrilling experience for the spectator.

Basketball originated in the United States of America, which has interested many boys and girls, men and women throughout this country for many years. Its popularity is increasing and expanding constantly and the game is now played throughout the world. This game is usually played indoors and occasionally outdoors. It is played as an inter-school, inter-collegiate, inter-university and professional sport.
The game is contested between two teams. Each team comprises of five players. Each team has its own goal/basket at opposite ends of a court. The size of the court is 28x15 meters. To begin the game, an official tosses the ball upwards between the two opponents at the center of the court. This is called as “Jump Ball”. From this toss, both players attempt to tap the ball to one of their respective teammates. After one team gains possession of the ball, the game proceeds as teammates move the ball towards their goal and attempt to score, while their opponents try to defend against this effort. Even though the rule says that Basketball is a ‘non-body’ contact game, yet it is quite obvious that personal contact cannot be avoided as two teams of five players each play briskly and rapidly within a limited area of the court. All the ten players make aggressive, concentrated and fast movements to meet the defensive and offensive situations of the game.

The primary purpose of the game of Basketball is to score points and to score more of them than the opponents. Basic to the development of scoring opportunities is the ability to excel in fundamental skills to get the ball into a position where shooting percentage is highest. In order to advance the ball to the scoring area players must be skillful in passing and receiving, cutting, faking, pivoting, rebounding, dribbling and screening. All these must be performed with the body under control.

Fundamental skills are axis of any game, and Basketball is no exception as a high degree of performance depends on the mastery of these skills. Patience diligence and dedication are essential for learning the fundamental skills. To really enjoy the game one will need to develop proficiency in the fundamental skills of the game i.e., dribbling, passing, shooting, ball handling, footwork, fakes, rebounding and defensive skills. When a player has mastered the fundamental skills of the game, a feeling of gaining mastery over the game is experienced. Tactics will succeed only through individual fundamental skills.

Wooden states that a sound knowledge of and the ability to execute properly the various fundamentals of the game are essential for successful play. Therefore every player must know the requirements and importance of perfecting the fundamental skills. Basketball is a science and like science it is predictive. Result varies only when execution is not consistent. The best teams distinguish themselves by doing simple things correctly and with precision.
The Game Volleyball

Volleyball is one of the most successful and popular competitive and recreational sports in the world. It is fast, exciting and the actions are explosive. Yet, Volleyball comprises several crucial overlapping elements whose complimentary interactions render it unique amongst rally games. Volleyball is a Competitive Sport Competition which taps latent strength. It exhibits the best of ability, spirit, creativity and aesthetics.

To achieve success in Volleyball, it is desirable to possess a strong offence, and the main form of attack in the modern game is the smash or ‘spike’. So, dominant has this aspect of volleyball become universal. (Arvind Bahadur Singh and Satchidananda Behera, 2013). Competitive teams master six basic skills: serve, pass, set, attack, block and dig. Each of these skills comprises a number of specific techniques that have been introduced over the years and are now considered standard practice in high-level volleyball. (FIVB Rules)

In the sport of volleyball, each team consists of six players. It is also important to know that each of team’s players occupies certain position on the court and has his/her roles in the court. Each part of the court is divided by the central line into two rows. So, there is front row and back row. There are six positions on the playing court: front-left (numbered as 4), front-center (numbered as 3), front-right (numbered as 2), back-left (numbered as 5), back-center (numbered as 6) and back-right (numbered as 1). Each position has its own number. Three players play on the front row (they are known as front-row players) and three players play on the back row (they are known as back-row players).

As it has already been said, each player in volleyball has his/her own roles including attacking, digging and setting. Depending on the roles whether they are attackers, blockers, diggers, defensive players, passers and setters. Attackers and blockers usually play in the front row during the game. Diggers, passers and players they typically play in back row.

There are 5 positions filled in every volleyball team at the elite level. Left Side Hitter/Outside Hitter/Universal Attackers, Middle Blockers/ Middle Hitter/Principal Blockers & Quick Attackers, Right Side Hitter/ Opposite Hitter, Setter and
Libero/Defensive Specialist. Each of these positions plays a specific key role in winning a volleyball match.

The performance in various sports, including Basketball and Volleyball depends directly on physical fitness, motor abilities, technical skills, tactical efficiency and the psychological qualities of the players. These qualities are the most important factors in sports and games, because the technical skills and tactical efficiency depend to a large extent on these qualities. Psychological qualities such as cognitive skills, visual abilities, perception, reaction ability, Emotional Intelligence and Social Intelligence etc help the sports persons to enhance their performance. The studies conducted earlier revealed that there is a relationship between psychological abilities and sports performance.

**Psychology in Physical Education and Sports**

Since the advent of scientific Physical Education, Psychology has been an important ingredient of Physical educator's training programs. Psychology in Physical education and sports addresses its self to important areas of behavior as growth and development, motor skill acquisition, general innate tendencies, emotions, heredity, environment, individual differences, personality, leadership behavior. High profile sports require highly complex psychological management and intervention programs. The major objectives of education and physical education are (1) Acquisition of skills (2) High level performance in physical and intellectual acts and activities. The relationship between Education and Psychology is as in between body and mind. In order to optimize human potential for learning and performance, the raw materials of innate behavior (instincts, emotions, reflexes) has to be understood in its biological cultural and social context and treated accordingly.

It has been realized these days that physical fitness and psychological attributes move hand in hand for performance enhancement. Apart from physical and psychological characteristics there are a number of social characteristics also, which play an important role for successful participation and achieving excellence in competitive sports. The competition in sports and games has become so intense and tough that no player can afford to neglect any aspect of the training for achieving the highest possible performance. The psycho-social approach in achieving excellence in
sports is still in its infancy and generally the coaches as well as athletes pay less attention to psychological and social factors which affects the performance more during competitions. Hence it becomes the need of the hour to initiate more and more scientific studies on socio-psychological factors to find out their contribution in achieving high level of performance in competitive sports.

Emphasizing psychological factors in sports, Alderman (1974) comments, “one essential point which must be stressed is that regardless of how much ability, skill or fitness level a person possesses for a particular task or sport, the success and quality of his performance will in the final analysis, probably depend upon his psychological make-up.” An athlete requires something ‘extra’ for the accomplishment of extra-ordinary performance in the area of sports. Suinn (1977) of Colorado State University calls this something extra a quiet confidence, as in ‘facing Olympics intending to win instead of hoping to win’, the ability to concentrate completely on performance in a situation in which physical skills are so closely matched that the competitor’s ‘psychological approach to competition’ becomes the critical factor that determines who wins.

Thus Psychology helps the teacher/coach to understand the real springs of human behavior and devise ways and means to direct the flow of psychic energy into channels which irrigate the fertile tracks of human development to the optimal level. Sports without psychology are a headless horseman trying to run in various directions without accomplishing anything worth the name.

**Psychological factors effecting physical performance**

1. **Individual differences among athletes:** Each athlete is unique to one's self. Apart from physiological differences such as height, weight etc. there are bound to be psychological differences also. Some athletes may be introverts or extroverts and may differ in levels of perception. Thus individual differences in sports performance are inevitable phenomenon and teacher/coach has to modify according to the nature of each individual athlete.

2. **Personality:** The human personality is a marvelously intricate structure, delicately woven of motives, emotions, habits and thoughts, into a pattern that balances the pulls and pushes of the outside world. Hence, personality is an
important psychological factor which to a great extent determines the result of any athletic output.

3. **Intelligence:** Intelligence is the aggregate mental capacity or energy of an individual to act purposefully, to think rationally, and to deal effectively with one's environment. The more complex and more interpretative the movement, the greater the amount of intelligence necessary to comprehend. Sports activities involve complex skilled actions. Since all skilled behavior is intelligent behavior, relationship between sports performance and intelligence cannot be denied.

4. **Attitude:** Attitudes are about thoughts and feelings. Attitudes often predict the behavior. Attitudinal responses are also evaluative in nature. They are significant in deciding the kind and extent of the learning that takes place and reflect the likes and dislikes concerning a specified object of action. E.g. if a child says "I like running", it reflects her attitude towards running. So positive beliefs towards physical activities are a good positive attitude and will enable the athlete to strive hard for better performance.

5. **Motivation:** Motivation is a force, a drive which prompts, compels, and energizes an individual to act or behave in a particular manner at a particular time, for attaining a specific goal or purpose. It is thus necessary to find ways and means of motivating athletes for better performance.

6. **Aggression**: Aggression is a part of human behavior and is necessary for an individual to live and struggle for higher achievements. Struggle for supremacy, dominance, and excellence in sports involve aggression. Appropriate level of aggression as permitted under the rules governing the game, tend to improve the skill and enhance the effort, and on the other hand, high or low level of aggression will hamper and retard performance in sports.

7. **Arousal and Activation**: The term arousal reflect the varying degrees of readiness to perform physically, intellectually or perceptually. Activation is a short term change of energy mobilization, and implies rising of energy above and individuals arousal, base line for a brief period.
8. **Anxiety**: Anxiety means a disturbed state of mind, emotional reactivity, arousal, nervousness and unrealistic and unpleasant state of mind. Anxiety is an essential ingredient of any competitive situation and without certain level of anxiety, there cannot be competitive performance. Neither too high, nor too low level of anxiety is conducive to sports performance. Adequate level of anxiety produces best results.

9. **Attention and Concentration**: Attention is the concentration of consciousness upon one object rather than upon another. It is a process of getting an object or thought clearly before the mind. It helps to bring mental alertness and preparedness, and as a result, one becomes alert and alive, and tries to exercise one's mental and physical power as effectively as possible. Giving high quality attention to the skill/task during sports competition is important for effective performance.

10. **Mental Imagery**: Mental ability and imagery helps the athletes to mould their emotional state, and the way they approach the physical efforts. Such mental activity enables the athlete to improve the execution and precision of the given skill or task by thinking and imagining about it.

11. **Cohesion** – Group cohesion refers to the extent to which a team or group shares a sense of shared task or social bond

12. **Internal Monologue** - Maintaining positive thoughts during competition by keeping a running conversation going in one's mind

13. **Criticism** - A tenet of motivational theory that is necessary to improve performance. The proper delivery of that criticism is imperative, as criticism can either better performance or drastically worsens it.

14. **Group Dynamics**: A sports team is comprised of various individual athletes, each having different orientations and perceptions, and at times, these differences may interfere with performance of the team. Success of the team depends on adjustment within i.e. how closely the teams seem to be working and feeling together. It has been found that better group cohesion, generally tend to produce better performance.
While emphasizing on the role of psychology in today’s society Plessinger (2005) stated that the mental part of sport is investigated by participants and coaches much more than in the past and sports psychology is becoming more prevalent in today’s society.

**Sport psychology**

Sport psychology (or sports psychology) is the study of the psychological and mental factors that affect and are affected by participation and performance in sport, exercise, and physical activity. It deals with increasing performance by managing emotions and minimizing the psychological effects of injury and poor performance. Some of the most important skills taught are goal setting, relaxation, visualization, self-talk, awareness and control, concentration, confidence, using rituals, attribution training, and periodization.

**Socio-Psychological Factors and Sports Performance**

Sport is as old as the human society and it has achieved a universal following in the modern times. Now it enjoys a popularity which outstrips any other form of social and cultural activity. Competition is a social and cultural activity. In sports competition, every athlete is directly involved in it, both physically and psychologically. The modern competitive sports have become an extremely complex behavioral phenomenon. To analyze and explain an athlete’s competitive behavior, we must explain his socio-psychological dimensions in movement contexts. The term socio-psychological has been conceived as a group of social and psychological factors, which influence the performance of an athlete in competitive sports. Day by day sports competition is becoming nothing but violence of a cultured man, where he is supposed to have intellectual quests, motivation, social intelligence, sophisticated adjustable patterns and has to have the nerves of steel to fulfill his urge to excel.

The social, psychological stress and time pressure associates with competition are likely to affect the decision making and the performance of the athletes. Most of the research work in physical education and sports was carried out in science related sub-disciplines like physical fitness, anthropometry, exercise physiology, biomechanics and nutrition etc.
Hammer (1970) comments, “Mental preparation is far more important than other factors in achieving top performance and have found that if the psychology is right, the psychological factors tend to fall into the place and an individual or a team reaches its maximum.” Moreover the keen struggle by individuals and the nations for the excellence in sports has made researchers to explore and emphasize more and more on these socio-psychological aspects.

Frost (1970) while explaining the socio-psychological phenomena in sports remarked that, “It is critically important that those studying the psychological concepts as they apply to the area of physical education and coaching be carefully attentive to the fact that social and cultural forces are operating constantly and meticulous understanding of these is absolutely necessary in any attempt to unravel the many factors causing and revealing behavior and its changes in sport setting.”

Emotional Intelligence

Emotion is a word derived from a Latin verb "to move or move away". Emotion refers to a feeling that is psychological and biological. The Oxford English dictionary defines Emotion as any agitation or disturbance of mind, feeling, passion, excited mental state. Emotion is a cause for violent psycho-physiological commotion in the organism.

Peter Solovey and John Mayer (1990) are the first to offer model of emotional intelligence. As many factors influence amazing high performances this variable called emotional intelligence has a share to influence the athlete.

According to Kauss (1996) "How you feel is how you play". The influence of emotional intelligence on performance is evident from comments of spectators, team managers and athletes etc. during competition and afterwards also. What do they all exhibit in their play in addition to their performance? They display confidence, lack of aggressiveness, depression, anger, enthusiasm, frustration, enjoyment, satisfaction, love, affinity, devotion, trust, surprise, guilt, regret, humiliation etc. These are all some of the other forms of emotions expressed in a play or sports.
Emotional Intelligence is: A rear personal skill characterizes a rich balanced personality. As Aristotle put it "rear ability to be angry with a person, to the right degree, at the right time, for the right purpose, and in a right way" and this is not an easy job. We have talent scouting for sports activities but they are limited only to physical and physiological. No psychological area is covered. So just training athletes to develop strength, speed, endurance etc. is not enough. Now there is an urgent need to psychosocially train sports person and it can be done. There have been some studies on sportsmen and women testing for emotional intelligence and found that emotionally intelligent people enjoy exercise. They are also social and creative human beings, they have performed well in sports.

Emotional intelligence has ten components and how they help in achieving high level performance, those are Self-Awareness, Empathy, Self-Motivation, Emotional Stability, Managing Relations, Integrity, Self-Development, Value Orientation, Commitment and Altruistic Behavior.

Participation in competitive sports exposes the individual to all the above emotions in games/individual sports. It is found that athletes of individual sports are emotionally more intelligent. It is also found that professionals like doctors and engineers are also more emotionally intelligent. Hence, along with sports training it is necessary to train and develop emotional intelligence of the athletes in order to enhance the performance in sports.

Emotional intelligence (EI) has emerged as a key concept among researchers and practitioners alike, and is subject to growing interest in sport psychology. Further to this, met analysis results indicate positive relationship between EI and health-related variables and performance variables. To date, only a few studies have examined E.I in sport but the early studies point to encouraging results Emotional Intelligence

**Social Intelligence**

Social intelligence is the capacity of a person to understand, distinguish and meet the emotions, desires and needs of the people around him/her (Saban 2002). Social intelligence is defined as the ability to understand others expressions and feelings easily, especially others showing sensibility (Shepard 2004). Social behavior
helps us to live well in social domain. So one must develop social intelligence to flourish and achieve many important life goals.

Thorndike (1920) defined social intelligence as "the ability to understand men and women, boys and girls - to act wisely in human relations". Interpersonal intelligence is the ability to understand other people, what motivates them, how they work how to work cooperatively with them. Successful sales people, politicians, traders, clinicians, and religious leaders are all likely to be individuals with high degree of interpersonal intelligence.

Although social intelligence has proved difficult for psycho metricians to coperate, it does appear to play a major role in people's naive, intuitive concepts of intelligence. Following up on earlier work by Rosch (1978), Cantor and Mischel, 1979. Interestingly, a separate dimension of social competence did not consistently emerge in ratings made by a group of experts on intelligence.

Rather, the experts' dimensions focused on verbal intelligence and problem-solving ability, with social competence expressly emerging only in the ratings of the ideal "practically intelligent" person. Perhaps these experts shared Wechsler's (1939) dismissive view of social intelligence.

A similar study was performed by Kosmitzki and John (1993). Based largely on prior research by Orlik (1978), these investigators assembled a list of 8 features which make up people's implicit concept of social intelligence. When subjects were asked to rate how necessary each feature was to their own personal understanding of social intelligence.

As with Marlowe's (1986) Study, however, the reliance on self-report measures of social intelligence compromises this conclusion, which remains to be confirmed using objective performance measures of the various dimensions in the social domain.

In contrast to the psychometric approaches reviewed above, the social Intelligence view of personality (Cantor and Kihlstrom, 1987, 1989) Joes not conceptualize social intelligence as a trait, or group of traits, on which individuals can be compared and ranked on a dimensions from low to high. Rather, the social-
intelligence view of personality begins with the assumption that social behavior is intelligent - that it is mediated by cognitive processes of perception, memory, reasoning, and problem-solving. Differences in social knowledge cause differences in social behavior, but it does not make sense to construct measures of social IQ. The important variable is not how much social intelligence the person has, but rather what social intelligence he or she possesses.

1.2 NEED FOR THE STUDY

It has long been observed that while some people may have strong intellectual abilities, they seem to struggle to master social skills which enable them to interact successfully with other people. This ability to “get along” with others has now been officially recognized as a form of competency or even a specific type of intelligence: social intelligence.

Further, people with high social intelligence are often said to have “nourishing behaviours” which make others around them feel valued, loved, respected and appreciated. These people are very appealing to others and are often described as having a “magnetic personality”. Conversely, people low in social intelligence are often described as “toxic” – they cause others to feel angry, devalued, frustrated, inadequate or guilty. They are often very alienating people. Interestingly, however, often people can be unintentionally “toxic” and their low social intelligence is simply due to lack of insights. In other words, they are often so preoccupied with personal stresses that they fail to see the impact of their behaviour on others. They will often undergo radical behavioral or even personality changes when made to see themselves as others see them.

Promoters of emotional intelligence have long attempted to incorporate interpersonal skills within the conceptual envelope of EI, on the premise that one's interior experience forms the basis for one's interactions. This seems to be only partly true, however. With the clear recognition of social intelligence as a separate dimension of competence, the relationship between EI and SI is now becoming clearer.
The review presented above clearly highlights the working relationship of emotional intelligence, social intelligence and other related variables. Although research using the EI and social intelligence in sport is limited, further investigation into the area is warranted for a number of reasons. As the researcher reviewed the related literature he understands that Emotional Intelligence and Social intelligence are two such socio-psychological variables which influence the sports performance to a great extent.

The researcher thought that these Socio psychological variables can be further strengthened by conducting a study on Intercollegiate Basketball and Volleyball players’ performance, since no study has been conducted on Emotional Intelligence and social intelligence on Inter-collegiate Basketball and Volleyball players of Mysore University.

Present study is an attempt to establish specific relationship of social and emotional intelligence to performance among players of volleyball and basketball. It is assumed that both emotional and social intelligence highly contribute to performance.

1.3 STATEMENT OF THE PROBLEM

Therefore, the problem selected for the present study has been titled as: “Emotional and Social Intelligence in Relation to Performance: A Comparative Study of Volleyball and Basketball Players”.

1.4 OBJECTIVES OF THE STUDY

1. To assess the levels of Emotional Intelligence among Volleyball and Basketball players

2. To assess the levels of Social Intelligence among Volleyball and Basketball players

3. To compare Emotional and Social Intelligence among Volleyball and Basketball players
4. To find out the Relationship between Emotional and Social Intelligence among Volleyball and Basketball players.

5. To assess the Relationship between Emotional Intelligence and performance among Volleyball and Basketball players

6. To assess the Relationship between Social Intelligence and Performance among Volleyball and Basketball players

7. To predict the performance of the Basketball and Volleyball players from the Emotional and Social Intelligence variables.

1.5 DELIMITATIONS

1. The study was delimited to only Inter-collegiate players of University of Mysore.

2. Only Basketball and Volleyball players were considered for present study as subjects.

3. The total No. of subjects for the study was One ninety two (N=192), Basketball-99, Volleyball-93.

4. Further the study was delimited to the players in the range of 18 to 25 years.

5. The study was delimited on only 2 scales of measurement i.e, Emotional and Social Intelligence.

6. The performance of Basketball and Volleyball players was assessed by Coaches Rating Scale prepared by experts in the said games.

1.6 LIMITATIONS

1. Only 2 types of intelligence was being measured-emotional and social. No attempt was made to assess practical or multiple intelligence.

2. The study intended to compare only Volleyball and Basketball players, no control group is involved.
3. No motivational or any other additional facilities are provided to improve their performance during the administration of the tests.

1.7 HYPOTHESES

To accomplish the purpose of the study the following hypotheses were formed.

**H1**: Volleyball and Basketball players do not differ significantly in their Emotional Intelligence

**H2**: Volleyball and Basketball players do not differ significantly in their Social Intelligence

**H3**: There is no significant relationship between Emotional and Social Intelligence of Volleyball and Basketball players.

**H4**: There is no significant relationship between Emotional Intelligence and performance of Volleyball and Basketball players.

**H5**: There is no significant relationship between Social Intelligence and performance of Volleyball and Basketball players.

**H6**: All the aspects of Emotional and Social Intelligence equally predict the performance of Volleyball and Basketball players.

1.8 DEFINITIONS OF THE TERMS

**Emotional intelligence**

Emotional intelligence is "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

Emotional Intelligence is the area of cognitive ability involving traits and social skills that facilitate interpersonal behavior. Intelligence can be broadly defined as the capacity for goal-oriented adaptive behavior; emotional intelligence focuses on the aspects of intelligence that govern self-knowledge and social adaptation. (Coleman 2008).
Social Intelligence

Social intelligence is the ability to connect with others in such a way that facilitates cooperation and collaboration. Social intelligence competencies fall into two main groups called social awareness and social facility. Social awareness describes those things that we sense about others our gut reactions. This includes empathy. Social facility describes what we do with that social awareness. This can be how we try to influence a relationship, for example. It also includes concern or the feelings we display and that propel us to help another for the sake of the team. (Anon., 2010).

Performance

Performance in sports is a unity of execution and result of sports action or a complex sequence of sports action measured or evaluated according to agreed and determined norms. It is assessed by the experts in the field. (Barnhart and Barnhart, 1980).

Basketball

It is a fast exciting game played by two teams of 5 players who pass, throw, roll, bat or dribble the ball. The object of the game is to score points by throwing the ball into the opposing team’s basket. (Anuj, 2001).

Volleyball

A game for two teams, usually of six players, in which an inflated ball is hit by hand over a high net, the aim being to score points by making the ball reach the ground on the opponent’s side of the court. (Anon., 2017)

Volleyball is an intermittent team sport played by 6 players, which includes skills like spiking, blocking and service. (Gabbett and Georgieff, 2007).

Player

A person who plays or is qualified to play in some game / sports. The one who satisfies all requirements of a game or sports is the player. (Barnhart and Barnhart, 1980).
1.9 SIGNIFICANCE OF THE STUDY

1. The present study may help the Coaches, Trainers and Physical Education teachers to understand how participation in sports exercises has a similar effect as Social-Emotional skill which leads to improved performance.

2. The study may highlight the importance of social skills training and that sports programs must be incorporated in Social-Emotional skill training courses which has significant impact on the performance evaluation.

3. The study may serve as a diagnostic measure to identify levels of Emotional and Social Intelligence during selection trials to select athletes for appropriate event.

4. The study may identify best aspects of Emotional and Social Intelligence for performance, whereby Coaches and Trainers can highlight upon these and thereby improve the performance.