



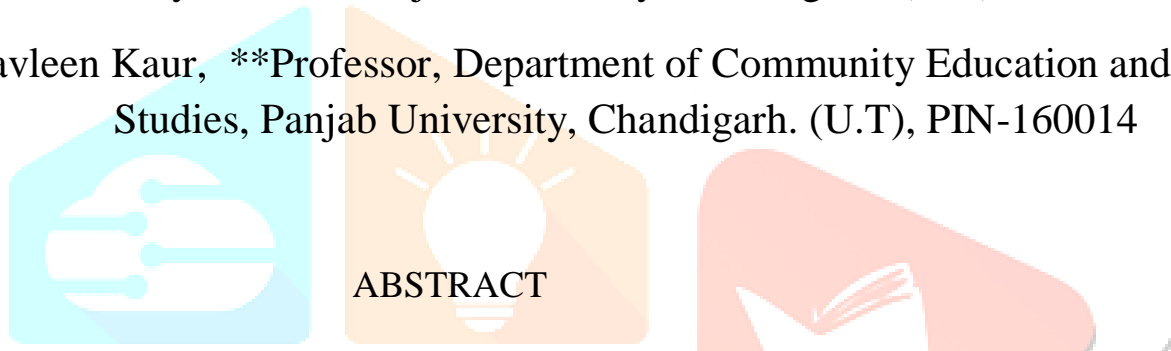
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## THE INVISIBLE PHENOMENON OF EMOTIONAL INTELLIGENCE IN ATHLETES

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An enumerate determinant can either facilitate or obstruct sport performance. Performance in sports depends on various factors physical, social, spiritual psychological. Emotions may perform as a dominant role in sport. Relinquish the correlative dearth in research analyze to understand the role of emotional intelligence in athletes frame of mind and it's on their performance. How emotional intelligent athletes deliver their peal performances and cope with failures. People with higher emotionally intelligent have an ability to use their emotions wisely, and they appear to have a deeper understanding of their emotional lives. Emotionally intelligent is associated with an ability to accurately read the emotions of other people, a practical knowledge of how to manage one's own feelings and impulses, as well as a deeper sensitivity to the emotional implication that lie behind many social interactions. In an athlete's functioning whether individual and team sports emotional intelligence is vital and key dynamic which often 'makes or breaks' a team.

Keywords: Emotional Intelligence, Sports psychology, Athletes, Sports performance

### INTRODUCTION

Any competitive experience the fundamental of event is emotions. Emotion can be defined as the feelings, aspect of consciousness, characterized by a certain physical arousal, a certain behavior that reveals the feeling to the outside world, and an inner awareness of feelings. Emotion can be understood among subjective and objective dynamics of emotional experiences. Sports performance directly linked to these components. In athlete performance the vital factor to distinguish and imagine the appropriate feeling required for peak performance. Sports psychology is the study and application of psychological principles of human performance in helping athletes consistently perform in the upper range of their capabilities and more thoroughly enjoy the sport performance. Sports psychology focus on

how you feel is how you will play. **Lane et al., 2010** research focus to explore how emotions effect on athletic performance and find methods to organize and regulate emotions. Emotional Intelligence linked with expertise encompass a self awareness and personal power; Competence; empathy; resilience; achievement striving; relationship management skills; and teamwork. Emotional Intelligence play a vital role in an athlete's functioning within a team setting. It is an indispensable in both individual and team sports. Emotional intelligence can lead us on the path to a fulfilled and happy life by providing a framework through which to apply standards of intelligence to emotional responses may be logically consistent or inconsistent with particular beliefs about emotion. There is a direct relationship which illustrates athletic performance and emotional intelligence capacities like self regulation and mindset. Emotions have an imperative impact on athletic performance. The success in sports is not only depends on that training of athletes for performance or physical training. Others factors also played vital role. Mind training or Psychological interventions for development of adequate emotional energy focus on

- Recognition of different emotional states;
- Determine the consequences of emotions on individual behaviour;
- The ability to mould oneself into the paramount emotional state to handle a specific circumstances

### **CONCEPT OF EMOTIONAL INTELLIGENCE**

Emotional intelligence as a concept emerged largely because a lot of attention has been paid to the relationship between emotion and cognition on how emotion interacts with cognition and vice versa. Emotional intelligence reflects the extent to which an individual person attends to, processes, and acts upon emotional information at both intrapersonal and interpersonal levels. Intelligence describes the ability, aptitude, expertise, whereas in the trait emotional intelligence model, refers to self-perceived ability to recognize, handle and control the emotions of one's self, of others, and of groups.. Emotional intelligence is the individual's ability to understand his/ her own emotions and to express them; to understand the emotions of others; to control the emotions; to reveal problem solving skills in relationships and to be self-motivating. EI as "a melange of competencies and general dispositions for adaptive personal functioning and coping with environmental demand." Emotional intelligence is related to "emotion, motivation, personality traits, temperament, character, and social skills" (Zeidner, Matthews, & Roberts, 2004). Emotional quotient refers to abilities of sound perception of environment, self-motivation, cognition, and perception control of yourself and others i.e. so that these processes are able to facilitate thought and communication process. Emotional intelligence is the individual's ability to understand his/ her own emotions and to express them; to understand the emotions of others; to control the emotions; to reveal problem solving skills in relationships and to be self-motivating

### **The Four-Branch Model of Emotional Intelligence**

Model of Emotional intelligence is an integrative perspective to understand EI (**Mayer et al., 2003**). The four branch model of emotional intelligence explains four areas of capacities or skills has been predicted on the belief that skills needed to reason about emotions and to use emotional material to assist reasoning can be learned.

#### **a) Perception, appraisal and expression of emotion**

It includes ability to identify emotion in one's physical states, feelings, and thoughts. The emotional appraisal also involves the ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance, and behavior. While the expression refers to ability to express emotions accurately and to express needs related to those feelings. It includes the ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feeling.

#### **b) Emotional facilitation of thinking**

It includes ability to using emotions and emotional understanding to facilitate thinking. People who are emotionally intelligent harness emotions and work with them to improve problem solving and to boost creativity. Physiological feedback from emotional experience is used to prioritize the demands on our cognitive systems and to direct attention to what is most important.

**c) Understanding and analyzing emotions; employing emotional knowledge**

This branch deals with the skills needed to foster an apprehension of emotions, associations among emotions, and linkage amid emotions and behavioral consequences. Someone displaying a heightened level of emotional understanding would know that hope is an antidote to fear and that sadness or apathy are more appropriate responses to lost love than hating is. People with these skills understand that emotions such as jealousy and envy are destructive in their own right (due to their physiological and psychological repercussions) and they fuel maladaptive interpersonal behaviour that probably results in a proliferation of negative emotions. Appreciating the dynamic relationships among emotions and behaviors gives an emotionally intelligent person the sense that they better “read” a person or a situation and act appropriately given environmental demands.

**d) Reflective regulation of emotion**

This branch involves numerous mood regulation skills. These skills are difficult to master because regulation is a balancing act. With too much regulation, a person may become emotionally repressed. The people who become very good at regulating their moods can also share these skills with others. Those who can manage their emotions and at that same time instill confidence in others to be open to feelings and manage them appropriately.

**Petrides’ Trait Emotional Intelligence Model (2009)**

The latest model of emotional intelligence was published by Petrides in 2009. According to the model, the trait emotional intelligence is “a constellation of emotional self-perceptions located at the lower levels of personality” (Sindhuja, Shrivastava, Gambhir, & Chaturvedula, 2013). This definition of emotional intelligence include a number of components such as behavioural dispositions, self-perceived abilities, and the aspect that it is measured by self-report as opposed to the ability based model. Trait emotional intelligence is investigated within a personality framework. Trait emotional intelligence is the only operational definition in the field that recognizes the inherent subjectivity of emotional experience (Petrides, 2010). Research has corroborated that trait emotional intelligence facets are personality traits, as opposed to competencies or mental abilities or facilitators, revealing that the same genes that are implicated in the development of individual differences in the Big Five personality traits are also implicated in the development of individual differences in trait EI (Vernon, Villani, Schermer, & Petrides, 2008). Trait emotional intelligence does not assume that there is some archetypal emotionally intelligent individual whom all leaders, managers, and employees should strive to emulate in order to succeed (Petrides, 2010). Emotion based thinking tends to be intuitive and automatic, with low scientific rigor and low detail in judgment, in contrast with a more consciously analytic, low in emotional valence, thinking (Croskerry & Norman, 2008). Therefore, certain emotion profiles might be advantageous in one context but not in others. Assessment in the field of emotional intelligence will not be dramatically different from assessment in the field of personality, in which individuals’ profiles have to be matched to specific job descriptions, with different job descriptions calling for different personality profiles (Pervin, 1968). Therefore, according to Petrides (2010) “no magic profile of the emotionally intelligent individual who will excel in all aspects of work life exists.”

***The Domain of Trait Emotional Intelligence (Source: Petrides, 2010)***

<b>FACETS</b>	<b>High Scores perceive themselves as.....</b>
Adaptability	Flexible and willing to stand up for their rights.
Assertiveness	Forthright, frank, and willing to stand up for their rights
Emotion Expression	Capable of communicating their feeling to others
Emotion Management (others)	Capable of influencing others people's feelings.
Emotion Perception (self and others)	Clear about their own and others people'
Emotion regulation	Capable of controlling their emotions.
Impulsiveness (low)	Reflective and less likely to give in to their urges.
Relationship skills	Capable of having fulfilling personal relationships.
Self-esteem	Successful and self- confident
Self-motivation	Driven and unlikely to give up in the face of adversity
Social Competence	Accomplished networks with excellent social skills.
Stress Management	Capable of withstanding pressure and regulating stress.
Trait Empathy	Capable of taking someone else's perspective.
Trait Happiness	Cheerful and satisfied with their lives.
Trait Optimism	Confident and likely to "look on the bright side" of life

**Emotions in Sports**

The influence of emotions have often been considered as states, it is also acknowledged that athletes should develop stable emotional competences, such as the ability to regulate ones' own emotions (Lazarus,2000). Researchers focus more the role of emotions in athlete performance rather than anxiety-performance relationships. (Hanin, 2000). Sports cause the brain to release neurotransmitters known as endorphins that create feelings of euphoria and reduce stress. Research shows that playing sports boosts blood flow to your brain. This enables your body to build more connections between nerves within the brain. This improves memory, stimulates creativity, and helps your brain develop better problem- solving skills. Emotional intelligence in sports can lead to success, better performance, and improved motivation. Benefits of emotional intelligence in sports: Emotional level- It makes the desire to achieve goals stronger. It also strengthens competitiveness, personal and professional values, self- assessment, teamwork, leadership, empathy, and emotional control. Physical Level- It helps the athlete prioritize and not obsess about the sport. It helps with time management, knowing when to rest, and establishing proper eating habits. Social level- It improves the relationship with teammates, coaches and better understanding of dealing with others. Rational level- It helps athletes learn how to work on both technical and tactical levels. Panno (2016) suggests that emotionally intelligent individuals may take more risks as they are more effective in coping with negative emotional responses from potential setbacks. Athletes with higher decision-making ability can recall previous successful experiences, assess current situations, consider more extraneous factors, evaluate potential gain-risk trade-offs, and process this quickly whilst being aware of their environment and completing other physical tasks under differing levels of fatigue (Travassos et al., 2013).



## The Need for Emotional Intelligence in Sports

They are also associated with a number of health-related variables, including minimizing the effects of stress. Emotional Intelligence plays vital role in athletes performance (Stough, Clements, 2012). Emotionally intelligent athletes / sportsmen are able to:

- (a) Manage their stress better
- (b) Identify and change negative emotions that are blocking performance
- (c) Remain in better physical health (e.g. decrease in anxiety attacks, headaches, back pain).
- (d) Respond more positively to athletic coach's feedback, criticism and direction
- (e) Play their sport with more confidence
- (f) Be less impulsive
- (g) Remain more flexibility with trades, team transitions etc.
- (h) Maintain more consistent play
- (i) Maintain and increase their positive mind-set and get over mistakes and failures better
- (j) Follow through more successfully on personal
- (k) Minimizing conflict with teammates, coaches, trainers
- (l) Enhancing team play in games (e.g. a new hockey draft with a high EI quotient will Share the puck more readily)
- (m) Communicating better with teams and rally team effort (especially important for team Captains)
- (n) Performing better in interviews
- (o) Seeing themselves as part of the team vision
- (p) Thinking and acting respectfully to league organization and administration
- (q) Remaining loyal to their team, coach and teammates.

Sport or athletic performance simply refers to an athlete's ability and/or skill to execute or perform a required sport task. This could be developed through practice and then demonstrated by participating in a competition. Natural physical as well as mental psychological factors play a significant role in sport performance (Weinberg & Gould, 2007), Research on the role of emotions in sport and developed the Individual Zones of Optimal Functioning (IZOF) model by Hanin (2000b) in an attempt to predict athletes performance on their emotional state includes reactions, frame of mind and affect as indispensable mechanism of individual. The IZOF model FOCUS ON analysis of emotional experiences related to individually optimal and nonoptimal performances. The main emphasis in the model is on enhancing consistency of athlete's successful performance. The IZOF model was used to study optimal precompetition anxiety and patterns of positive and negative emotions or affect (PNA) in different sports. As applied to pre-competition anxiety, this approach indicates that each athlete has individually optimal level (high, moderate and low) and the zones of anxiety facilitating an athlete's performance. Successful performance occurs when current precompetition anxiety is near or within the optimal zones. When precompetition anxiety falls outside the zones, that is higher or lower, performance usually deteriorates. In the IZOF model extended to the study of PNA facilitating and harmful for individual performance several new features were developed. First, the framework of five basic dimensions (form, content, intensity, time and context) for the systemic description of emotions as a part of an individual's mental state was proposed. Second, the emotion content was conceptualized within the four global categories: positive, pleasant, facilitating emotions (P+); negative, unpleasant, facilitating emotions (N+); positive, pleasant, debilitating emotions (P-); and negative, unpleasant, debilitating emotions (N-). Third, the prediction of successful, average or poor performance was based on the "in-out of the zone" principle contrasting athlete's current (or anticipatory) emotional state with optimal and nonoptimal emotions. High probability of success is expected when PNA is within the optimal zones and outside nonoptimal ranges. Additionally, a step-wise assessment of procedures were developed to generate: (a) optimal and nonoptimal PNA profiles and (b) recall, current, and anticipatory measures on individualized self-rating scales with athlete-generated items. These provided tools for the accurate prediction of individual PNA- performance relationships and post- performance analysis. Hanin research (2003) showed that professional and Olympic athletes in terms of the emotional experiences have higher psychological readiness and able reinforced emotions and scarcities leads to superior performance. If athletes in certain emotional conditions (eg, when angry) have excellent performance, they will transfer emotional conditions useful to the next tournament. Perlini & Halverson (2009) during her research with effect of emotional intelligence on player's performance, show that emotional intelligence is an effective mental skill that improved resilience, self-esteem and performance of athletes.

## CONCLUSION

In conclusion, the present paper has focus on how emotions affects athletes performance and other related variables which associated with peak performance. Implementation of diverse constituents of emotional intelligence like effective self regulation and management of emotions also linked with variations in emotional states experienced before optimal performance. These components helps individual their own emotions and helps dealing with team. Emotional intelligence is invisible phenomenon in sports which helps athletes in perception, appraisal and expression of emotion, understanding and analyzing emotions as well as reflective regulation of emotions. Emotional awareness helps athletes to channelize their emotions according to the demand of situation and helps them to deliver peak performance

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