



ISSN: 2456-0057
IJPNE 2017; 2(1): 107-110
© 2017 IJPESH
www.journalofsports.com
Received: 24-11-2016
Accepted: 26-12-2016

Sanjay
Assistant Professor (Guest
Faculty/Resource Person),
Department of Physical
Education, I.G. University
Meerpur, Rewari, Haryana,
India

Relationship between emotional intelligence and performance of Korfball player of Haryana

Sanjay

Abstract

The aim of this paper is to show the equation of emotional intelligence and performance in the game of korfball. Total number of eight players (four males and four females) was taken into light to study the purpose. What is also noteworthy is that it is a report which focuses on the only team game which involves both the genders; males as well as females. It teaches how to make strategies and also prepares players for intense physical activity and stamina development. It improves a lot of skills of human body keeping in mind the health and fitness development of players. Many data and surveys from various researchers are collected and paid heed to in making of this report.

Keywords: Korfball, Strategy, Emotional Intelligence, Performance

Introduction

Human beings are by nature, competitive and aspire for excellence in all athletic performance. Not only every man but every nation wants to show his supremacy by challenging the other nations. Thus, this challenge stimulates, inspires and motivates all the nations to sweat and strive, to run faster, jump higher, throw further and exhibit greater strength, endurance and skill in the present competitive world of sports. This is only possible by channelizing their potential, energy into appropriate games and sports according to their potentialities and through scientific, systematic and planned sports training.

Korfball (Dutch: *Korfbal*) is a ball sport, with similarities to netball and basketball. It is played by two teams of eight players with either eight females in each team or with four females and four males in each team. The objective is to throw a ball through a bottomless basket that is mounted on a 3.5 m (11.5 feet) high pole.

The sport was invented by Dutch school teacher Nico Broekhuysen in 1902. In the Netherlands, there are around 580 clubs and over 1,00,000 people playing korfball. It has a mixed-gender league and an all-women league, but no all-men league. The sport is also very popular in Belgium and Taiwan, and is played in many other countries. Mixed-gender korfball is more generally played in the north of the Netherlands, while all-female korfball is generally played in the south.

At first there was considerable controversy about the sport, because the players were of both sexes. Several sports journalists refused to pay even the slightest attention to the new sport. Korfball-players were accused of being immoral. Even the spot swear was criticized, because the women were showing bare knees and ankles. A newspaper even wrote: "Korfball is a monster that spreads its claws to all sides". Yet Korfball was featured as a demonstration sport in the Summer Olympics of 1920 & 1928. The International Korfball Federation was founded in 1933.

Korfball has been played in the world Games since 1985. IKF World Championships have been held every four years since 1978. The leading nations are Belgium and the Netherlands.

Strategy

Korfball is a complicated and tactical sport. It teaches how to craft strategies and it prepares players for intense physical activity and stamina. We can use the following chasing skills and running skills.

I. Guard to opponent

Correspondence
Sanjay
Assistant Professor (Guest
Faculty/Resource Person),
Department of Physical
Education, I.G. University
Meerpur, Rewari, Haryana,
India

- II. Assist to Attacker
- III. Making v shot
- IV. Diving
- V. Rebounding
- VI. Tapping
- VII. Defense to assist players
- VIII. Position on the field
- IX. Dodging

Emotional intelligence

Our perception of the relationship between thought and emotions turns out to be somewhat misguided. The majority of us tacitly subscribe to the idea that thought is most appropriate when not clouded by emotions. The task is not so much to suppress emotions-every feeling has its value and significance-but to strike a balance between rational thought and emotions.

Self-control

Self-control is the ability to control one's emotions; behavior and desires in order to obtain some reward later and is the capacity of efficient management to the future. In psychology it is sometimes called regulation.

Self-awareness

Self-awareness is the explicit understanding that one exists. Furthermore, it includes the concept awareness remains a critical mystery in philosophy, psychology, biology and artificial intelligence.

Motivation

Motivation can be defined in a number of ways. Generally, it is defined as a driving force that initiated and behavior. In other words, motivation is a kind of internal energy which drives a person to do something in order to achieve something.

Social competence

Social competence refers to the social, emotional and cognitive skills and behaviors that children need for successful social adaptation. Despite this simple definition, social competence is an elusive concept, because the skills and behaviors required for healthy social development vary with the age of the child and with the demands of particular situations.

Statement of the problem

The purpose of the study was to find out "the relationship between Emotional Intelligence and Performance of Korfball players of Haryana".

Definition and explanation of the related terms

Self-confidence

It relates to self-assuredness in one's personal judgment, ability, power etc. sometimes manifested excessively. Being confident in yourself is infectious if you present yourself well, others will want to follow in your foot steps towards success.

Self-awareness

It is the capacity for introspection and the ability to reconcile oneself as an individual separate from the environment and other individuals. Self-awareness, though similar to sentience in concept, includes the experience of the self and has been argued as implicit to the hard problem of consciousness.

Self-control

It is the ability to control one's emotions, behavior and desires in order to obtain some reward, or avoid some punishment, later. Presumably, some (smaller) reward or punishment is operating in the short term which precludes or reduces the later reward or punishment. In psychology it is sometimes called self-regulation.

Motivation

It is defined as the process that initiates, guides and maintains goal oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

Empathy

It is the ability to understand another person's circumstances, point of view, thoughts and feelings. When experiencing empathy, you are able to understand someone else's internal experience.

Social competence

It is the condition of possessing the social, emotional and intellectual skills and behaviors needed to succeed as a member of society.

Maccann *et al.* (2011) conducted a study on the relationships between performance measures of emotional intelligence (EI), coping styles and academic achievement is sparse. To studies were designed to redress this imbalance. In each of these studies both EI and coping styles were significantly related to academic achievement. In study 1,159 community college students completed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and problem-focused, emotion-focused, and avoidant coping scales. Collectively, the coping variables significantly mediated the relationship between EI and grade-point-average (GPA) for Emotion Perception, Emotion Facilitation of Thought and Emotion Management (but not for Emotional Understanding). Problem-focused coping was the only single significant mediator, mediation the relationship between emotion management and GPA (but not other branches and GPA). In study 2,293 middle-school students completed the situation Test of Emotion Management for Youths (STEM-Y) and scales measuring the same three coping strategies. In this study, the coping variables again significantly mediated the relationship between emotion management and GPA. Once again, problem-focused coping was a significant mediator. Collectively, these results suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping.

D Crombie & *et al.* (2009) Conducted a study on relationship between team emotional intelligence Team (EI) of six cricket teams and their sports performance in a south African national cricket competition over two consecutive seasons was investigated Team EI was based on cricketers measured prior to the start of the completion in each season using the MSCEIT ability test and averaged over all games for that season. This was correlated with a team sports performance measure, the final log points standing for the team at the end of a competition. The results showed that Team EI was positively associated with the sports performance of the cricket team's Further, Team EI stable measure of emotional intelligence. This information may be beneficial to school counselors, mental health counselors or other professional in the construct of emotional intelligence as is applies to adolescents.

Selection of subject

The present investigation was conducted on a total of 30 Korfball players from Haryana those who had minimum participation at inter-collegiate level tournament. All the subjects had perior consent to act as a subject for the study. The age of players was ranged between 19 to 24 years.

Criterion measures

For the purpose of collecting data following questionnaire was used:

1. Emotional Intelligence in sports (EIQS 2006) developed by Lalit Sharma & Sandeep Tiwari was used to assess Emotional Intelligence.

Collection of data

The selected questionnaire was administered on the 30 randomly selected Korfball players from Haryana, the research scholar personally visited the subjects for the collection of the data, the subjects were asked to fill the questionnaire and the confidentiality of the questionnaire was ensured. The raw scores obtained from the filling up of the questionnaire was considered as the data for the study.

Statistical technique

The mean and standard deviation were calculated as well as Pearson’s product moment correlation was applied at .05 level of significance.

Instrument reliability

The instrument constructed and developed by Sharma and Tiwari 2006 was used for the collection of data. The scientific authentication was established by Rashmi and Reena. Reliability and validity was established and it was found to be most reliable as it has been constructed taking in to account India sports persons. The emotional intelligence questionnaire in sports was employed which has a reliability quotient of 0.95. The sub variable reliable reliability established by the author along with total reliability of the emotional intelligence questionnaire in sport is presented in Table-1

Table 1: Alpha coefficient of different subscales and emotional intelligence question in sports

Sub – scale	Alpha coefficient
Self – confidence	0.78
Self-Awareness	0.79
Self-control	0.87
Empathy	0.81
Motivation	0.75
Social competence	0.72
Emotional Intelligence	0.95

The validity of the questionnaire was established by the authors along with Rasmi and Reena by content validity and index of reliability. The result pertaining to index of reliability is presented in Table 2.

Table 2: Index of Reliability of different sub-scale on Emotional Intelligence in sports Questionnaire

S	Sub-Scale	V	Index of Reliabilit
1	Self-Confidence	0.78	0.88
2	Self-Confidence	0.79	0.88
3	Self-Awareness	0.87	0.93
4	Self-control	0.87	0.90
5	Motivation	0.81	0.86
6	Social Competence	0.75	0.84
7	Social Competence	0.72	0.84
8	Emotional Intelligence	0.95	0.97

The sports performance questionnaire was also selected for the purpose of study. The questionnaire is widely used in the area of research and is found to be highly reliable.

Analysis of data

The data was collected by administering the questionnaire and for finding out the relationship between emotional intelligence, its sub-variables with sports perception performance evaluation test, the Pearson product moment correlation was used to establish level of significance at 0.05.

Findings

To find out the relationship between Emotional intelligence in sports, its six variables with sports performance they obtained from 30 Haryana Korfball players was analyzed by computing Pearson’s moment correlation. The data pertaining to person product moment correlation is presented in Table-3

Table 3: Relationship of Emotional Intelligence and its sub-variables to perception of sports performance test among Haryana Korfball players.

Variable	R
Self-confidence and sports performance	.575**
Self-awareness and sports performance	.487**
Self-control and sports performance	.540**
Motivation & sports performance	.506**
Empathy and sports performance	.521**
Social competence and sports performance	.561**
Total emotional Intelligence and sports performance	1

Table 3. clearly indicated that all through there were significant relationship of sub-variables of Emotional Intelligence (self-confidence, self-awareness, self-control, motivation, empathy, social competence) and total Emotional Intelligence with Sports Performance and their significant values are 0.575**, 0.487**, 0.540*, 0.506*, 0.521*, 0.561* and 1 at significant tabulated values of co-relation @ at 28 degrees of freedom at 0.05 level””0.361.

Discussion on finding

Performance in the sports is largely depending upon mental preparation and psychological makeup of the sports person. Thus, while preparing for competitions physical skills along with the mental skill should also be concentrated upon. Emotional intelligence takes in to consideration the terms emotions and intelligence. That is, the meaning of emotional intelligence has something specific to do with the intelligence intersection of the emotions and thoughts.

Emotional intelligence represents ability to validity reason with emotions and to use emotions to enhance thoughts. The result of the study indicate that all though there were significant value obtained with the respective sub-variables of emotional intelligence (Self Confidence, self-awareness, self-control, Motivation, empathy and Social Competence) to performance in sports. And, the overall significant difference clearly stated that there does exist a strong co-relation between emotional intelligence and performance evaluation.

Finding and Conclusion

- From the above analysis one may conclude that the game of Korfball improves not only the physical state of a player but also the psychological aspects.
- Strategies used like Diving, Rebounding and Tapping improve the self-control and concentration and strong reflective system.

- It is not only a source of entertainment and a good excuse to stay fit but also develops an overall personality.
- There is a strong co-relation between emotional intelligence and performance evaluation.

Reference

1. Amanda Rovnak M. A Psychometric Investigation of the emotional quotient inventory in adolescents, counselor education and supervision, University of Akron. 2007, 156.
2. Barbara Susan Scott. The relationship between emotional intelligence and ethical decision making. 2005; 65(8):299-A.
3. Tracy Menzie A. Emotional Intelligence and Abstract International. 2005; 66 (6):2104-A.
4. Korfball. Webster's sports Dictionary. Springfield, Mass.: G & G Merriam Company. 1976, 248.
5. Koninklijk Nederlands Korfbalverbond. History of korfbal (in Dutch). Retrieved 4 February 2011.
6. Mayer, Salovey. Emotional Intelligence & Academic Achievement. 2001; 1:232-242.
7. Rita Atkinson L et al. Introduction to Psychology USA: Harcourt Brace Joranovich, Inc, 1985, 284. <https://en.wikipedia.org/wiki/Korfball>
8. <http://www.motivation.co.in>
9. <http://wikipedia/wiki/empathy>
10. <http://www.answer.com/topic/social-competence>