



ISSN: 2456-0057  
IJPNPE 2019; 4(1): 1636-1638  
© 2019 IJPNPE  
www.journalofsports.com  
Received: 29-11-2018  
Accepted: 31-12-2018

**Arshnoor Mohammad**  
Student, Post, Graduation, M.P.  
Ed IInd, Akal College of  
Physical Education, Mastuana  
Sahib, Sangrur, Punjab, India

**Dr. Satinder Paul**  
Assistant Professor, Akal College  
of Physical Education, Mastuana  
Sahib, Sangrur, Punjab, India

## Comparative study on emotional intelligence and locus of control among high and low female achievers of Volleyball players

**Arshnoor Mohammad and Dr. Satinder Paul**

### Abstract

The main purpose of the study was to find out to compare Emotional Intelligence and Locus of control among high and low female achievers of Volleyball Players. The study was conducted on 30 subjects in which 15 low achievers & 15 high achievers selected as a sample. The selected subjects, low achievers were participated at least Inter-College level and high achievers were participated at least inter-university level. The age of the subjects ranged between 18-25 years. All the samples were selected as random basis to assess Emotional Intelligence, Emotional Intelligence scale developed by Anukool Hyde, Sanjyot Pethe & Upinder Dhar (2002), Locus of Control Rotter's Locus of Control scale developed by Dr. Anand Kumar & Dr. S.N. Srivastava was used. Both inventories are highly reliable & valid to assess Emotional Intelligence and Locus of Control of selected subjects. The scoring was done according to rule led down by the authors. To find out the significant difference among two group's i.e. Female high achievers & Female low achievers of volleyball players't test was used. Result found that Female volleyball high achievers have higher Emotional Intelligence & Locus of Control as compare to Female volleyball low achievers, it is highly significant difference has been found between both groups.

**Keywords:** Emotional intelligence, locus of control, high & low female achievers of volleyball Players.

### Introduction

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) [9] 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.

### Correspondence

**Arshnoor Mohammad**  
Student, Post-Graduation, M.P.  
Ed IInd, Akal College of  
Physical Education, Mastuana  
Sahib, Sangrur, Punjab, India

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 and 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, meta-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.

Locus of Control Individual believes that his/her behavior is guided by his/her personal decisions and efforts. Rotter (1975) cautioned that internality and externality represent two ends of a continuum, not an either/or typology. "Internals" tend to attribute outcomes of events to their own control. "Externals" attribute outcomes of events to external circumstances. It should not be thought however, that internality is linked exclusively with attribution to effort and externality with attribution to luck. This has obvious implications for differences between internals and externals in terms of their achievement motivation, suggesting that internal locus is linked with higher levels of Need for Achievement. Due to their locating control outside themselves, externals tend to feel they have less control over their fate. People with an external Locus of Control tend to be more stressed. Internals were believed by Rotter (1966) to exhibit two essential characteristics: high achievement motivation and low outer-directedness. This was the basis of the Locus of Control scale proposed by Rotter in 1966; although this was actually based on Rotter's belief that Locus of Control is a one-dimensional construct. Since 1970, Rotter's assumption of unidimensionality has been challenged, with Levenson, for example, arguing that different dimensions of Locus of Control, such as belief that events in one's life are self-determined, are organized by powerful others and are chance-based, must be separated.

Weiner's early work in the 1970s suggested that more-or-less orthogonal to the internality-externality dimension, we should also consider differences between those who attribute to stable causes, and those who attribute to unstable causes. This meant that attributions could be to ability (an internal stable cause), effort (an internal unstable cause), task difficulty (an external stable cause) or luck (an external, unstable cause). Such at least were how the early Weiner saw these four causes, although he has been challenged as to whether people do see luck, for example, as an external cause, whether ability is always perceived as stable and whether effort is always seen as changing. Indeed, in more recent publications (e.g. Weiner, 1980) Weiner uses different terms for these four causes-such as "objective task characteristics" in place of task difficulty and "chance" in place of luck.

**Methodology**

A total of 30 subjects in which 15 low achievers & 15 high achievers were selected from different colleges from Punjabi University Patiala. Selected subject Low achievers were participated at least Inter-College level and high achievers were participated at least inter-university level. The age group of selected samples ranged from 18-25 years. To measure the Emotional Intelligence level & Locus of Control of selected subjects; Emotional Intelligence scale developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) and Rotter's Locus of Control scale developed by Dr. Anand Kumar & Dr. S.N. Srivastava; the scoring was done according to the rule laid down by the author. After scoring; obtained data was tabulated. This inventory is highly reliable & valid.

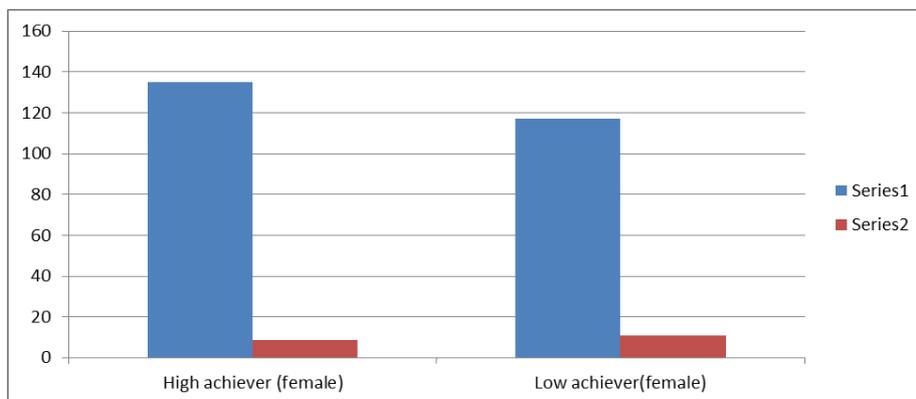
**Statistical analysis**

After the collection of relevant data, it was processed and analyzed with descriptive statistics. To compare Emotional Intelligence level & Locus of Control of selected High and low Female achievers of volleyball players; Mean, Standard deviation and t-test was employed. To test the hypothesis the significance level was set at 0.05 percent.

**Table 1:** Showing mean, SD of emotional intelligence between high and low female achievers of volleyball players

Group	N	Mean	SD	MD	't'
High achiever(Female)	15	134.93	8.53	17.67	8.05*
Low achiever(Female)	15	117.26	11.05		

t'(0.05)= 2.05; t'(0.01) =2.76



**Fig 1:** The high and low achiever female Control Volleyball Players

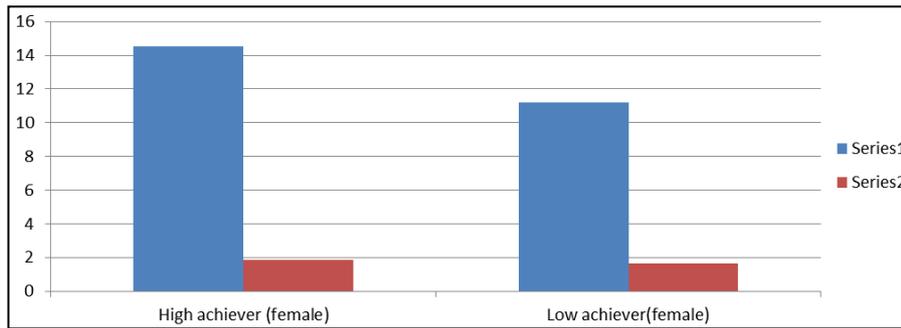
From table no 1, result found that Female volleyball high achievers have better Emotional Intelligence (Mean=134.93, SD =8.53) as compare to Female volleyball low achievers (Mean=117.26, SD=11.05).The calculated value of 't' is 8.05

which is greater than the tabulated value, So we can say that highly significant difference has found among both the groups as 0.05 as well as 0.01 level.

**Table 2:** Showing mean, SD of locus of control between high and low female achievers of volleyball players

Group	N	Mean	SD	MD	't'
High achiever(Female)	15	14.53	1.88	3.33	2.18*
Low achiever(Female)	15	11.2	1.64		

't'(0.05)= 2.05; 't'(0.01)=2.76

**Fig 2:** The female high and low volleyball Control Volleyball Players

From table no 2, result found that Female volleyball high achievers have high Locus of Control (Mean=14.53SD=1.18) as compare to Female volleyball low achievers (Mean=11.2SD=1.64). The calculated value of 't' is 2.18 which is greater than the tabulated value, so that both the group are differ at 0.05 level.

### Conclusion

1. Female volleyball high achievers have better Emotional Intelligence as compare to Female volleyball low achievers, so we can say that it is highly significant difference has been found among both the groups.
2. Female volleyball high achievers have high Locus of Control as compare to Female volleyball low achievers.

### References

1. Bahrololoum Hassan, Hassani Ali, Bandeli Reza Mohammad, Akbari Amir. The relationship between Emotional Intelligence and Mental Skills in Iranian elite Male Volleyball players, International Journal of Academic Research in Business and Social Sciences. 2012; 2(7):123-130.
2. Bhuiyan SN, Menguc B. An extension and evaluation of job characteristics, organizational commitment and job satisfaction in an expatriate, guest worker, sales setting, Journal of Personal Selling and Sales Management. 2002; 22:1-11.
3. Cetinkalp Zisan Kazak. The relationship between academic Locus of Control and achievement goals among physical education teaching program students. World Applied Sciences Journal. 2010; 10(11):1387-1391.
4. Gill Anu, Kumar Ajay. Comparative study of Locus of Control between yogic and non-yogic Female students of Kurukshetra University, Kurukshetra, Online Journal of Physical Education. 2014; 4:1.
5. Harmer Richard, Palmer Ben. Does Emotional Intelligence focused coaching improve self and subordinate ratings of team effectiveness. School of Psychology. 2007; 6:34-35.
6. Jordan, Peter J. dealing with organizational change: can Emotional Intelligence enhance Organisational learning. International Journal of Organisational Behaviour. 2009; 8(1):456.
7. Kaliba Aloyce R, Isabalija Robert, Mbarika Victor W, Kourouma Mathieu K, Thomas Carlos, Bukoma Moya M *et al.* Locus of Control and readiness to conjure and

believe in mystical powers among small business operators in Entebbe, Uganda: A multilevel rasch rating scale model analysis. African Journal of Business Management. 2011; 5(17):7258-7271.

8. Marc A, Brackett, Susan E. Rivers, Peter Salovey.- Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success!, Social and Personality Psychology Compass. 2011; 5(1):88-103.
9. Mayer JD, Salovey P. The Emotional Intelligence. Abhinav publication, Gaziabad. 1992; 17:433-442. ISSN-2198-9567.
10. Sharma Kavita. A study of self-concept and Locus of Control among the Successful and unsuccessful team of men basketball at Delhi Intercollege, International journal of physical education health and sports sciences. 2014; 3(2):37-44.