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Impact of pre-competition anxiety on sports performance: Mediation through emotional intelligence

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Abstract

The main objective of the study to know the impact of anxiety on performance and to evaluate the mediating role of emotional intelligence between anxiety and performance. Total 320 players were selected from both Karnataka and Tamilnadu state. Both primary data and secondary data collected. Primary data collected through structured questionnaire and secondary data collected from newspaper and online journals. The study found that anxiety have significant impact on the performance of the players. But the impact of pre-competition anxiety on performance can be reduced by emotional intelligence. Therefore, this study suggests to develop emotional intelligence through various behavioural modelling techniques and improve the performance in the game.

Keywords: Anxiety, emotional intelligence, performance

1. Introduction

The purpose of the study was to find out the impact of pre-competition anxiety on the performance of the volley ball players mediating through Emotional intelligence of the player. Emotional intelligence also called as E.I and often measured as E.I Quotient or E.Q. Goleman popularized the term emotional intelligence and brought it before the mass media. Emotional intelligence may contribute to the quality of players' relationships at game because emotion serve communicative and social functions conveying information about thoughts and intentions and helping to achieve high level performance in sports and games. The ability to manage emotions contributes to favourable social encounters, in part through emotional contagion. Many studies related to psychological variables such as anxiety, Personality Assessment, Group Cohesion and Aggression among different level as well as elite players are reported. Sports Psychological studies such as analysis of Self-confidence and self-concept of players belonging to different games and categories of schools have also been elucidated. But studies on emotional intelligence in sports settings are seldom. Hence the researcher took much interest to analyse the impact of anxiety on performance mediation through emotional intelligence.

2. Objective of the study

The main objective of the study to know the impact of anxiety on performance and to evaluate the mediating role of emotional intelligence between anxiety and performance.

3. Review of Literature

It is a fact that a nation's progress depends upon its students' academic achievements and development (Parker *et al.*, 2014) [12]. That is why every nation puts emphasis on its students' academic achievements (Elias *et al.*, 2001) [13].

Academic achievement is the outcome of education – the extent to which a student, teacher and institution have achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign (Salami, 2010) [14].

Researchers have shown that academic achievement depends on certain psychological factors such as emotional intelligence, motivation, anxiety, depression, and stress (Banyan, 2015; Meeker, 2011) [15, 16]. It has been proved that academic success is strongly associated with

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emotional intelligence (Parker, 2006) [17]. It has been found that college students who scored higher on a test of emotional intelligence were able to recover from stress from exams or similar evaluation. Situations better. Also, high stakes testing has been found to be a strong source of anxiety for students because their performance is hampered due to their concern regarding the results. Too much anxiety regarding a test is commonly referred to as test anxiety, which is rather common among college students. Examination stress and test anxiety are pervasive problems of the modern educational processes.

Anxiety is a sensation of uneasiness and worry, typically generalized and unfocused as an overreaction to a condition that is only subjectively seen as intimidating (Brandt *et al.*, 2018; Tahtinen and Kristjansdottir, 2018) [18, 19]. This feeling has been an essential concept for sports psychology and has demanded intensive investigation in combat sports for its effects on championship performance in karate. Despite such well-known concern, martial arts and combat sports practices that originally bring philosophical aspects are supposed to assist practitioners in self-control, an aspect of inhibitory control, as the ability to regulate one's emotions, thoughts, and behaviour in the face of anxieties and impulses.

4. Conceptual Definitions

4.1 Emotional intelligence

Emotional intelligence is a type of social intelligence that involves one's ability to monitor one's own emotion as well as those of others, to discriminate among them and to use that

information to guide one's thoughts and actions (Bar-On, 2014) [20]. The emotional intelligence scope includes the verbal and nonverbal appraisal and expression of emotion, the effective regulation of emotion in the self and others, and the utilization of emotional content in problem solving.

4.2 Anxiety

Anxiety is a psychological and physiological state characterized by physical, emotional, cognitive and behavioural components. Anxiety means unease in either presence or absence of psychological stress; it can create a feeling of fear or worry. Anxiety can occur as a result of stress and can affect learning and memory, as well as academic performance, negatively.

5. Methodology

The study is in descriptive nature and used both descriptive and inferential analysis. Total 320 players were selected from both Karnataka and Tamilnadu state. Both primary data and secondary data collected. Primary data collected through structured questionnaire and secondary data collected from newspaper and online journals. Simple random sampling techniques were used to select sample unit. After collecting data, entered into SPSS and analysed with help of AMOS.

6. Data Analysis

6.1 Personal Profile of the Players

Table 1: Personal Profile

Parameter	Category	No. of respondents	Percentage
Field of Study	Commerce	122	32%
	Science	84	22%
	Humanity	178	45%
	Total	384	100
Age	17-19	165	43%
	20-22	126	33%
	23-25	72	19%
	25 Above	21	5%
	Total	384	100
Height of the Players	170-175	96	25%
	176-180	242	63%
	180 Above	46	12%
	Total	384	100
Weight of the Players	61-65	96	25%
	66-70	111	29%
	71-75	145	38%
	75 Above	32	8%
Level of Participation	International Level	38	10%
	National Level	307	80%
	Junior India	38	10%
	State Level	345	90%
	Inter University	364	95%
Total	1092	285	

Table No.1 indicates that 45% of the players are studying in humanity course and 32% of the players are studying in commerce. Only 22% of the players are studying in science course. Table No.1 indicates the age of the players and it showed that 43% of the players come under the age group of 17-19 and 33% of the players come under the age group of 20-22. The study showed that only 5% of the players age of 25 years above. Table No.1 indicates the height of the players and it showed that majority (63%) of the players are height between 176-180 cms and 25% of the players height between 170-175 cms. The study showed that 12% of the players

height of above 180 cms above. Table No.1 indicates the weight of the players and it showed that 38% of the payers come under the weight group of 71-75 and 29% of the players come under the weight group between 66-70. Further study revealed that only 8% of the players weigh 75 above. Table No.4.8 showed that 95% of the players played Inter University level and 90% of the players played state level. The study also exhibited that 80% of the players played National Level and Only 10% of the players played International Level.

6.2 Does Emotional intelligence mediate the relationship between Anxiety and Performance?

In order to know the direct impact of Anxiety on emotional

intelligence on performance and mediating effect through emotional intelligence a model was developed and tested as in the figure No.1.

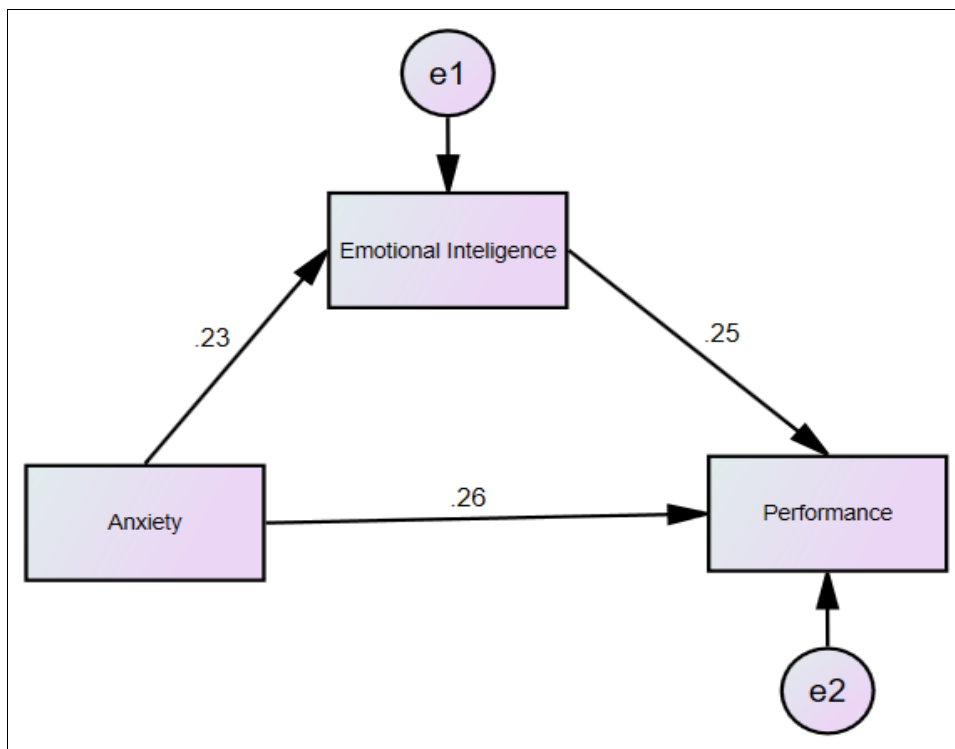


Fig 1: Path Analysis

Table 2: Standardized Regression Weights

	Estimate	P value
Emotional Intelligence <--- Anxiety	.232	***
Performance <--- Emotional Intelligence	.246	***
Performance <--- Anxiety	.259	***

The Table No.2 showed that when anxiety goes up by 1 standard deviation, Emotional Intelligence goes up by 0.232 standard deviations. When Emotional Intelligence goes up by 1 standard deviation, Performance goes up by 0.246 standard deviations. When anxiety goes up by 1 standard deviation, Performance goes up by 0.259 standard deviations.

Table 3: Standardized Total Effects

	Anxiety	Emotional Intelligence
Emotional Intelligence	.232	.175
Performance	.316	.246

Table No.3 shows the standardized total (direct and indirect) effect of anxiety on Emotional Intelligence is .232. That is, due to both direct (unmediated) and indirect (mediated) effects of anxiety on Emotional Intelligence, when anxiety goes up by 1 standard deviation, Emotional Intelligence goes up by 0.232 standard deviations. The standardized total (direct and indirect) effect of anxiety on Performance is .316. That is, due to both direct (unmediated) and indirect (mediated) effects of anxiety on Performance, when anxiety goes up by 1 standard deviation, Performance goes up by 0.316 standard deviations.

Table 4: Standardized Direct Effects

	Anxiety	Emotion
Emotional Intelligence	.232	.147
Performance	.259	.246

Table No.4 shows the standardized direct (unmediated) effect of anxiety on Emotional Intelligence is .232. That is, due to the direct (unmediated) effect of anxiety on Emotional Intelligence, when anxiety goes up by 1 standard deviation, emotion goes up by 0.232 standard deviations. This is in addition to any indirect (mediated) effect that anxiety may have on Emotional Intelligence. The standardized direct (unmediated) effect of anxiety on Performance is .259. That is, due to the direct (unmediated) effect of anxiety on Performance, when anxiety goes up by 1 standard deviation, Performance goes up by 0.259 standard deviations. This is in addition to any indirect (mediated) effect that anxiety may have on Performance.

Table 5: Standardized Indirect Effects

	Anxiety	Emotional Intelligence
Emotional Intelligence	.358	.258
Performance	.057	.136

Table No.5 shows the standardized indirect (mediated) effect of anxiety on Emotional Intelligence is .358. That is, due to the indirect (mediated) effect of anxiety on Emotional Intelligence, when anxiety goes up by 1 standard deviation, Emotional Intelligence goes up by 0.258 standard deviations. This is in addition to any direct (unmediated) effect that anxiety may have on emotion. The standardized indirect (mediated) effect of anxiety on Performance is .057. That is, due to the indirect (mediated) effect of anxiety on Performance, when anxiety goes up by 1 standard deviation, Performance goes up by 0.057 standard deviations. This is in addition to any direct (unmediated) effect that anxiety may have on Performance.

7. Conclusion

From the study findings it can be concluded that anxiety have significant impact on the performance of the players. But the impact of pre-competition anxiety on performance can be reduced by emotional intelligence. Therefore, this study suggests to develop emotional intelligence through various behavioural modelling techniques and improve the performance in the game.

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