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## **CONCEPT OF EMOTIONAL INTELLIGENCE AND SIGNIFICANCE IN SPORTS**

**ROHIT GWALA**

Research Scholar, OPJS University Churu Rajasthan

**DR. MANJUNATH**

Associate Professor, OPJS University Rajasthan Churu

### **ABSTRACT**

*One definition of a sports talent is a person who has innate or learned skills that allow them to achieve at a higher level than the norm in their chosen sport. Fingerprints may serve as predictors of athletic ability since they are genetic markers. The purpose of this investigation was to establish a genetic-physical profile of professional soccer players by use of dermatoglyphics. Twenty-four athletes from the Palmeiras Sports Society Athletes' Capture Center in the 16th sub-category of the Nordeste competed in this research. Cummins and Midlo's (1961) dermatoglyphic method was followed. The delta index (D10) and the number of fingerprint drawings for all ten fingers (the standard fingerprint indices) were computed. We also evaluated the digital formulae that show how various sorts of artwork are represented in people. The group proposed a somatic functional classification for height, velocity, and explosive strength based on the delta index of 11.54 from Fernandes's (2002) classification. We draw the conclusion that dermatoglyphics may be used as a criterion in the identification of an individual's potential and can be implemented into a policy for the selection and development of sports talent.*

Keywords: - Emotional Intelligence, dermatoglyphics, Emotional, Emotions, Management.

### **I. INTRODUCTION**

Emotional intelligence, often referred to as EQ, is a concept that has gained significant recognition in various fields, including sports. In recent years, there has been a growing realization that success in sports is not solely determined by physical prowess and technical skills. Athletes who possess a high level of emotional intelligence have a distinct advantage in their ability to navigate the challenges and pressures of competitive sports. This introduction will explore the fundamental principles of emotional intelligence and highlight its significance in the

realm of sports. Emotional intelligence encompasses a set of skills that involve the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. It involves self-awareness, self-regulation, empathy, and effective interpersonal communication. While physical attributes and technical abilities contribute to an athlete's performance, emotional intelligence plays a pivotal role in shaping their mental resilience, decision-making abilities, and overall success in sports. In the context of sports, emotional intelligence can manifest in various ways. Athletes who possess self-awareness can accurately assess their strengths and weaknesses, recognize their emotional triggers, and understand the impact of their emotions on their performance. They are better equipped to manage their stress levels, stay focused under pressure, and maintain a positive mindset, which are crucial factors for peak performance.

## **II. EMOTIONAL INTELLIGENCE**

Recently, there has been a lot of talk about how high EQ may help in both personal and professional settings. It's related to a group of abilities that everyone has to some extent, somewhat unlike general intelligence. These abilities pertain to how we process data that has emotional significance. Emotional intelligence is the capacity to recognize, evaluate, and control one's own emotions in socially acceptable ways, as well as to recognize and understand the emotions of others. When it comes to assessing and expressing emotions, as well as making use of the insights gained from emotions, individuals exhibit vastly different levels of emotional intelligence.

Emotional intelligence (EQ) is a key aspect of human behavior that contributes in its own right and in a manner distinct from that of cognitive IQ. Emotional intelligence is linked to a person's character, temperament, perceptiveness, creativity, and bodily (somatic) tendencies, as stated by Porvaznik (2007). Emotional intelligence, as defined by Schulze and Roberts (2007), is a psychometric spectrum including the intuitively appealing premise that individuals vary in their emotional abilities and that these variations are reflected in their everyday lives. Emotional intelligence, as described by R. Bar-On et al. (2003), is the capacity to learn and use a set of emotional and social competencies and abilities that improve resilience in the face of adversity and productivity in one's personal and professional relationships. According to Mayer and Cobb (2000), there are "four branches of mental ability" that make up emotional intelligence: the ability to recognize and name one's emotions, to perceive and express those emotions, to have those emotions help one think, to comprehend and control one's emotions, and to control one's emotional responses to situations.

## **III. DIMENSIONS OF EMOTIONAL INTELLIGENCE**

Gardner's (1983) concepts of intrapersonal and interpersonal intelligence serve as the foundation for what we now call "emotional intelligence." The concept of emotional intelligence has shed new light on the nature of human intelligence by highlighting the importance of the affective, interpersonal, and social aspects of a person's make-up in addition to the more traditionally valued

cognitive abilities. He defined emotional self-awareness as "intrapersonal intelligence," and social awareness as "extrapersonal intelligence," which included understanding other people's feelings and motives. Children in schools sometimes lack the social skills necessary to get in with their classmates. Intrapersonal intelligence is essential for adults in the workplace and in personal interactions. Even before they learn to talk, children show signs of emotional intelligence. Language facilitates communication of emotions.

1. **Self-awareness:** Being emotionally literate is being aware of and able to identify your own feelings as well as those of others. Ability to recognize and name one's own and other people's emotions; fluency in talking about and expressing one's sentiments in a straightforward manner. The power to understand another person's perspective, feel sympathy for them, provide validation, motivate, inspire, encourage, and calm them. Being able to make sound judgments requires maintaining a reasonable equilibrium between your emotional and logical responses to a given scenario. Self-control is the capacity to regulate and take charge of one's feelings, including the urge to improve one's own life regardless of external factors. Understanding and identifying one's own emotions, as well as those of others, and differentiating between emotions and behavior. The capacity to trust one's instincts while also being self-aware of one's flaws, motivators, values, and ambitions, as well as the effect one's choices have on others.
2. **Mood Management:** Mood management entails adjusting one's emotional state so that one's responses are in line with the circumstances. There would be fewer suspensions and expulsions, less aggressive or self-destructive behavior, more positive feelings about oneself, school, and family, and better coping with stress if students learned to tolerate frustration and express anger constructively rather than resorting to violence.
3. **Self-motivation:** Consolidating emotions and channeling them toward a purpose despite having doubts, being unmotivated, or acting impulsively. The keys include increased responsibility, enhanced attention to detail, less impulsivity, and increased self-control and motivation to improve oneself for the sake of improvement. The key to success is emotional self-control, or the ability to delay gratification and rein in impulsive actions.
4. **Empathy:** Empathy is the ability to understand and share another person's emotional experience via verbal and nonverbal communication. Capacity for empathy, sensitivity to the sentiments of others, and attentive listening have all been enhanced. People that are very affiliative are warm and empathetic, and they have little trouble expressing their emotions to others. Because of how charming and delightful they are, they make excellent friends. The people around them are happy and at ease in their company. Affiliative people are good at communicating and relating to others on an emotional and social level, get satisfaction from their relationships, and spread joy to others around

them. They thrive in helping professions like teaching, management, and sales.

5. **Managing Relationships:** Managing social interactions, settling disputes, and negotiating agreements; improving at problem-solving within relationships; increasing one's assertiveness and communicative abilities; and gaining a deeper understanding of and facility with interpersonal dynamics. More well-liked and outgoing; friendlier and more engaged with peers; more sought after by peers; more caring and thoughtful; more "pro-social" and harmonious in groups; more generous, cooperative, and helpful; more democratic in their interactions with others.

#### **IV. IMPORTANCE OF EMOTIONAL INTELLIGENCE**

Emotional intelligence is not a skill you can pick up and put away later. Self-awareness, self-observation, and self-management are ongoing activities. The payoffs for the effort may be huge. Young individuals with high levels of emotional intelligence may choose to avoid conflict, stop bullying others, and stop being bullied themselves.

In today's fast-paced, highly competitive environment, the value of emotional intelligence has been widely acknowledged. Emotionally intelligent people, according to Golman (1998), have stronger communication skills and are more forthcoming about their motivations. He then suggests that those who are high in EQ have the social skills necessary to thrive in team settings. It has been argued that emotional intelligence, or the capacity to recognize one's own and other people's feelings and respond appropriately, is a highly desirable trait in a leader (George, 2000).

Emotional intelligence correlates closely with successful integration into society. Monitoring one's own emotions so as not to be out of sync with the social groups one interacts with seems to aid in social adjustment. One way of looking at this is as having the capacity to control one's own feelings. Self-Regulation, Unwavering Determination, and the Capacity to Push Oneself Are All Components of Emotional Intelligence.

People who are emotionally intelligent are in tune with their feelings and are able to control them via techniques like setting goals and setting aside time to work toward them.

The greatest benefit of emotional intelligence is that it does not depend on early brain development or on a certain set of genes. Emotional intelligence is mostly a learned trait that develops over time and is shaped by one's exposure to and processing of new information.

To be successful and useful to society, a man has just to connect with other people emotionally. Success or failure in life is determined by a person's emotional intelligence, which is shown in actions like motivation and willpower.

## V. EMOTIONAL INTELLIGENCE IN SPORT

One definition of emotional intelligence in sports is the ability to motivate oneself, control one's feelings (towards one's teammate, opponents and supporters, referee, the managers, and managers of the opposing team), and channel those feelings in a constructive manner; to establish and maintain positive and effective communication; to develop and hone one's communication skills; and to gain and utilize control over one's stress levels. In other words, someone who is emotionally intelligent is adept at four things: being aware of, naming, channeling, and controlling their own emotions (Salovey P. & Mayer J.D. 1990). Athletes need to be able to control their emotions on the field of play. Research has shown a correlation between high EQ and successful athletic careers. According to research by Parlini and Halverson (2006), elite hockey players had a greater level of emotional intelligence. Athletes need to be able to read their own emotions as well as those of their opponents and teammates. To be successful in meeting the demands, difficulties, and pressures of one's environment, emotional intelligence is crucial. Both Bar-On (2006) and Swart (1996) found that high-achieving students also had high levels of emotional intelligence. Both studies found that students who were better able to regulate their emotions were more able to find solutions to challenges of a personal and social nature. There have been several theoretical explorations of the idea of emotional intelligence in recent years, including those conducted by Brackett M.A. and Mayer J.D. in 2003 and Mayer J.D. and Salovey in 1999.

## VI. CONCLUSION

In conclusion, emotional intelligence plays a vital role in the world of sports, offering significant benefits to athletes, coaches, and teams alike. Through the cultivation of self-awareness, self-regulation, empathy, and effective interpersonal skills, individuals with high emotional intelligence are better equipped to manage their emotions and navigate the complex dynamics of competitive sports environments.

Athletes with strong emotional intelligence possess a heightened sense of self-awareness, allowing them to recognize and understand their own emotions, strengths, and weaknesses. This self-awareness enables them to make more informed decisions, adapt to challenging situations, and maintain a positive mindset during intense competition. By effectively managing their emotions, these athletes can enhance their performance, avoid impulsive actions, and remain focused on their goals.

Moreover, emotional intelligence promotes effective self-regulation, enabling athletes to control their emotions and reactions. In high-pressure situations, such as crucial matches or critical moments, athletes with strong emotional intelligence can stay composed, channel their emotions constructively, and make rational decisions. This self-control prevents emotional outbursts, impulsive behaviors, and distractions that could hinder performance or harm team dynamics.

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Furthermore, emotional intelligence fosters empathy, allowing athletes to understand and relate to the emotions and experiences of their teammates, coaches, and opponents. This empathy creates a supportive and cohesive team environment, where athletes can effectively communicate, collaborate, and build strong relationships. By demonstrating empathy, athletes can provide emotional support, motivate their teammates, and establish a sense of camaraderie, which contributes to enhanced team cohesion and collective success.

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