

Study of Anxiety, Aggression and Emotional Intelligence among the Sportsman



Physical Education

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Mr. Milind Bhakte

Sharirik Shikshan Mahavidyaya, Nagpur.

Prof. Rajesh Pratap Singh

Head of Physical Education Department, CSJM.

ABSTRACT

The present paper deals with the anxiety, stress, pressure, emotional intelligence etc. experienced by players especially at a professional level is recognised as influencing playing performance. Heavy playing schedules, competition for team places, the media and fans as well as the pressure to win trophies all play a part in players developing high stress and anxiety levels. Even experienced players can suffer from pre-match stress. Mistakes and negative emotions are inevitable in elite sports. It's what you do with these experiences and emotions, both in and outside of the context of a game, that matters. Too often athletes are either taught incorrectly how to deal with these situations, or aren't trained at all.

Introduction

Anxiety: Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat.

Anxiety involves a feeling of fear or a perception of threat and which may be specific to a particular situation. Possible symptoms are nausea, loss of composure, reduced motor coordination and aggression. Potential stressors are the climate - temperature/humidity, circadian body rhythms - maximum effort is harder in the morning, jet-lag, playing environment - stadium, spectators, surface, game officials and finally stress created by opponents or between players and the coach. The intensity of these influences on stress depend on the individual perception or inner experience of the player.

When players are alert but relaxed, they can make better, quicker decisions during a match. An over-anxious player will often make incorrect decisions. Athletes can as well be more motivated when they realize that they can control their anxiety and are then free to play at their top level.

By getting to know a player well, a coach can sometimes diagnose why he is over-anxious. However, it may be difficult to get through to players suffering from anxiety thus much discretion is needed. A coach can look for various signs such as moments of anger or loss of confidence and players who no longer utilise their skills correctly. Players can as well become isolated and hide away from their team mates or become aggressive and blame everyone else for their problems. A good example is the centre-forward who has not scored for several games who may blame the lack of decent service.

Anxiety can also strike during a game for example after a mistake. Bill Beswick lists 5 useful tips on how to recover from this.

- 1) recover breathing control.
- 2) ease the tension out of the body.
- 3) talk yourself back into the positive.
- 4) let the fear go.
- 5) review your goals and reactivate yourself towards achievement.

Stress : Stress is your body's way of responding to any kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can also be a bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength. This class will discuss different causes of stress, how stress affects you, the difference between 'good' or 'positive' stress and 'bad' or 'negative' stress, and some common facts about how stress affects people today.

Stress is described by the Canadian researcher Selye as the "psycho-physiological responses of the individual to any influence which disturbs his inner-balance". These psycho-physiological changes do however depend on the individual's tolerance to stress. Stress as mentioned earlier can be due to many environmental factors although illness and nutrition can also play a role. The individual players' reaction to stress can involve aggression and anger or inversely, inhibition, regression and fear. Players are more at risk of injury when stressed due to their attention levels being disorientated.

Sports Psychologists can measure stress levels through specially designed questionnaires and by using measurements of heart rates to discover the psycho physiological stress levels. Psychological stress has robbed more athletics psychic energy, victory and enjoyment in sports than any other factor. Stress can destroy self-confidence by leading athletes to believe that they are incompetent. It can deny athletes the joy of demonstrating skills that they have mastered through countless hours of hard work. And it can deprive athletes of experiencing the ecstasy of low. Stress because interpersonal conflict, induces physical injury and drives athletes to early retirement. Psychological stress is an insidious disease and when sustained manifests itself in the form of burnout- affliction not only for athletes but also for coaches as well. (Debi 1965) Stress can either be friend or foe. It can bring or intensify heart disease, peptic ulcers, and hypertension. Unfortunately, too many people react destructively to stress. Stress can lead to significant loss in body weight. Many do not know how to deal. Medical progress in recent years has not been one that keeps man imbalance as a bio psycho social being. (Magnussion 1974)

There are many things that can cause stress from physical such as fear of something dangerous to emotional such as worry over your family or job. Some of the most common

sources of stress are *Survival Stress, Internal Stress, Environmental Stress, Etc.*

Stress can affect both your body and your mind. People under large amounts of stress can become tired, sick, and unable to concentrate or think clearly. Sometimes, they even suffer mental breakdowns..

Emotional intelligence: Emotional intelligence or emotional quotient (EQ) is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior. Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an in-born characteristic. The perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

Perceiving Emotions: The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

Reasoning with Emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

Managing Emotions: The ability to manage emotions effectively is a crucial part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

Development of emotional intelligence and illumination of the important insights that we benefit from, is not meant to be magnified to the extent that overshadows the importance of intellectual intelligence. We are simply underlining the importance of making a connection between our mind and our emotional triggers in a way that they do not dominate us. The findings that focus on managing our emotional responses suggest the possibility of building a more effective working environment. We wish to emphasize that the concept of leadership and the concept of emotional intelligence may not exist in isolation; anyone who wants to become a successful manager/leader, must learn at first how to manage/lead himself/herself, and then set an example in leading others successfully. Emotional intelligence can therefore be defined as the ability to recognize and adjust our emotions that trigger our responses with certain situations or people. We can learn how to gain control over our responses and actively participate in forming our social skills. Emotional intelligence – the ability to manage ourselves and our relationships – consists of four fundamental capabilities: self-awareness, self-management, social awareness, and social skill. Each capability, in turn, is composed of specific sets of competencies.

Conclusion

On the basis of analysis and interpretation the following

conclusions may be drawn for the present study Achieving emotional intelligence skills for managers are very vital in the augmentation of efficiency and job performance and it is especially of utmost importance for bank managers. As there is a relationship between the nature of the bank manager's job and personnel's knowledge level, attitude, motivations, and have an understanding of client views, emotional intelligence is closely associated with job efficiency. Stressing the organizations' need to have an understanding of the importance of emotional intelligence in the increase of job performance, this study can have a contribution to the Human Resource Development body of knowledge.

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