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Comparative study on emotional intelligence and locus of control among high and low male achievers of volleyball players

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Abstract

The main purpose of the study was to find out to compare Emotional Intelligence and Locus of Control in high and low Male 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 subject, 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 and Locus of Control among high and low male achievers of volleyball players, Emotional Intelligence scale developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002), 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. male high achievers & male low achievers of volleyball players, 't' test was used. Result found that Male volleyball high achievers have higher Emotional Intelligence & Locus of Control as compare to Male volleyball low achievers; it is highly significant difference has been found between both groups.

Keywords: Emotional intelligence level, locus of control, high & low male achievers of volleyball players

Introduction

Emotional Intelligence is the single most important influencing variable in personal achievement, career success, leadership, and life satisfaction. Emotional Intelligence is a learned ability requiring a systematic experience-based approach to learning. Schools and colleges do not provide a theory and brain-based practical and systematic model to learn Emotional Intelligence skills. Learning emotional knowledge and skills requires an intentional, active, learner-centered approach involving self-directed coaching, mentoring, and visualization. Emotional Intelligence consists of specific skills, behaviors, and attitudes that can be learned, applied, and modeled by students to improve personal satisfaction, achievement, and career effectiveness. Emotional learning that results in increased self-awareness, improved behaviors, and the acquisition of new skills must actively engage the individual in the learning process. Learning by doing and experiencing is the key to learning Emotional Intelligence skills. This book is designed to help students apply and model the key skills of Emotional Intelligence in those educational, social, and work settings that demand high levels of achievement and performance. The overall goal of the book is to provide a positive and practical model of human emotional behavior that students can apply to stay mentally, physically, and emotionally healthy; increase achievement and productivity; and improve personal and career performance and satisfaction. Learning and improving Emotional Intelligence requires a process that is highly personal, practical, easily understood, and engaging. Emotional Intelligence is comprised of two aspects and they are trait and ability. Distinction between them is pointed out according the use of methods that are used to put them into operation. The trait Aspect of Emotional Intelligence is evaluated utilizing self-report question and on the other hand ability Emotional Intelligence is assessed with the help of maximum performance test utilizing questions with right and wrong answers.

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The following table lists down the 10 traits of Emotional Intelligence.

Factors of Emotional Intelligence

1. **Self-awareness:** Being aware of oneself.
2. **Empathy:** Feeling which helps in understanding the other person.
3. **Self-motivation:** Feeling of being motivated internally.
4. **Emotional Stability:** Being persistent in pursuing goals despite obstacle and setbacks.
5. **Managing relations:** Encouraging others to work even when things are not favorable.
6. **Integrity:** Standing up for ones believe and becoming aware of one’s weaknesses.
7. **Self-development:** Self-development even when job does not demanded.
8. **Value Orientation:** Able to maintain honesty and integrity.
9. **Commitment:** Able to meet commitments and keep promises.
10. **Altruistic behavior:** Encourage people to take initiative and able to handle conflict.

Locus of Control is considered to be an important aspect of personality. The concept was developed originally Julian Rotter in the 1950s (Rotter, 1966). Locus of Control refers to an individual's perception about the underlying main causes of events in his/her life. Or, more simply: Do you believe that your destiny is controlled by yourself or by external forces (such as fate, God, or powerful others).The full name Rotter

gave the construct was Locus of Control of Reinforcement. Rotter's view was that behavior was largely guided by "reinforcements" (rewards and punishments) and that through contingencies such as rewards and punishments, individuals come to hold beliefs about what causes their actions. These beliefs, in turn, guide what kinds of attitudes and behaviors people adopt. Locus of Control, orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation)." (Zimbardo, 1985, p. 275) Thus, Locus of Control is conceptualized as referring to a one-dimensional continuum, ranging from external to internal: External Locus of Control Individual believes that his/her behavior is guided by fate, luck, or other external circumstances Internal.

Methodology

A total of 30 subjects in which 15 low achievers & 15 high achievers were selected from different colleges from Punjabi University Paitiala. The 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 was preferred. The scoring was done according to the rule laid down by the author. After scoring; obtained data was tabulated.

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 Male 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 male achievers of volleyball players

Group	N	Mean	SD	MD	't'
High achiever (Male)	15	138.90	10.64	20.70	8.90*
Low achiever(Male)	15	118.20	9.34		

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

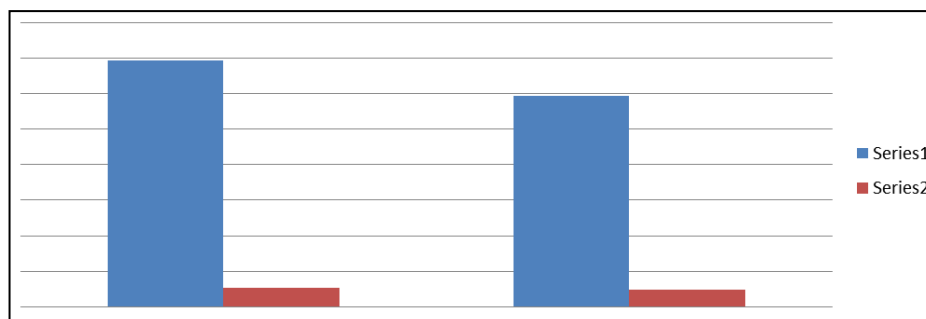


Fig 1: The male and female high and low volleyball series

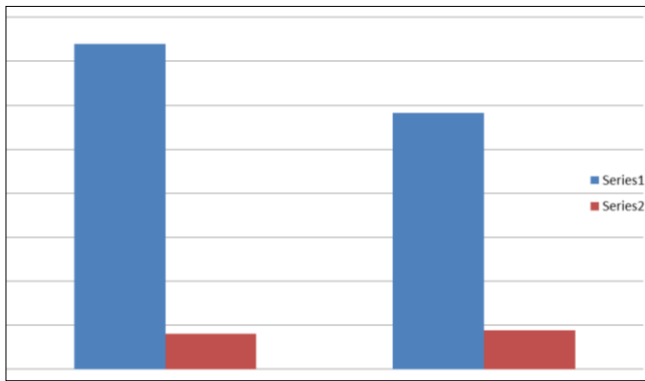
From table no.1, result found that Male volleyball high achievers have better Emotional Intelligence (Mean=138.90, SD=10.64) as compare to Male volleyball low achievers (Mean= 118.20, SD=9.34).The calculated value of 't' is 8.90

which is greater than the tabulated value, so that we can say that highly significant difference has found among both the groups i-e high & low Male achievers of volleyball Player at 0.05 as well as 0.01 level.

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

Group	N	Mean	SD	MD	't'
High achiever (Male)	15	14.8	1.61	3.14	2.19*
Low achiever (Male)	15	11.66	1.75		

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

**Fig 2:** The result of male volleyball high achievers

From table no.2 result found that Male volleyball high achievers have higher Locus of Control (Mean=14.8, SD=1.61) as compare to Male volleyball low achievers (Mean=11.66, SD=1.75). The calculated value of 't' is 2.19 which is greater than the tabulated value, so that both the group are differ at 0.05 level.

Conclusion

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

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