



To study the relationship between Emotional Intelligence and Sports Anxiety among Athletes

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Abstract

The research paper explores the intricate relationship between emotional intelligence (EI) and sports anxiety among athletes, utilizing a mixed-methods approach. The study investigates the significance of emotional intelligence components, such as self-awareness, communication skills, and empathy, in individual and team dynamics. Additionally, it examines the impact of performance expectations on sports anxiety and evaluates the effectiveness of coping mechanisms. The research involves a diverse sample of athletes from various sports disciplines, combining quantitative surveys and qualitative interviews to provide a comprehensive

understanding. Thematic analysis of qualitative data enriches the interpretation of quantitative measures, offering a nuanced perspective on athletes' experiences. The findings highlights the relevance of emotional intelligence in shaping athletes' emotional experiences and team dynamics. Performance expectations are identified as a key factor contributing to sports anxiety, with coping mechanisms such as mindfulness and positive self-talk emerging as effective strategies.

Keywords: *emotional intelligence, sports anxiety, athlete development, coping mechanisms, team dynamics*

Introduction

Background

Sports participation has long been recognized not only for its physical benefits but also for its profound impact on mental well-being and personal development (Smith, 2018). Athletes navigates a complex landscape of physical challenges, intense competition, and high-pressure situations, where success is often contingent on factors beyond mere physical prowess. One such critical determinant is emotional intelligence (EI), a multifaceted construct encompassing the recognition, understanding, regulation, and effective use of emotions (Salovey & Mayer, 1990). As athletes engage in competitive endeavour's, the role of emotional intelligence becomes increasingly salient, influencing their ability to cope with stress, manage interpersonal relationships, and optimize performance outcomes (Brackett & Mayer, 2003).

The prevalence of sports anxiety within the athletic community adds another layer of complexity to this dynamic interplay. Sports anxiety, characterized by heightened apprehension and stress in athletic contexts, has been identified as a pervasive challenge impacting athletes across various levels and disciplines (Woodman & Hardy, 2003). Understanding the factors

contributing to sports anxiety is imperative for athlete development, as excessive anxiety has been linked to compromised performance, burnout, and adverse psychological consequences (Mellalieu et al., 2009). Against this backdrop, investigating the relationship between emotional intelligence and sports anxiety emerges as a pertinent and timely research endeavor.

Rationale

The rationale for investigating the relationship between emotional intelligence (EI) and sports anxiety among athletes is grounded in the recognition of the multifaceted nature of athlete development and performance. As athletes constantly navigate a competitive environment characterized by physical demands, psychological stressors, and intense scrutiny, understanding the psychological factors that influence their well-being and performance becomes paramount (Lane et al., 2011). This section outlines the key reasons that justify the pursuit of this research endeavour.

Enhancing Athlete Performance and Well-being

The primary motivation for this study stems from the potential impact that emotional intelligence may have on athletes' overall performance and well-being. While the physical aspects of training and competition are extensively addressed in sports science, the psychological dimensions, including emotional intelligence, often receive less attention (Brackett & Mayer, 2003). Emotional intelligence, encompassing skills such as self-awareness, self-regulation, social awareness, and relationship management (Salovey & Mayer, 1990), has been implicated in the successful navigation of challenges in various life domains, including sports (Laborde, Dosseville, & Allen, 2016). By examining the role of emotional intelligence

in the sports context, this study seeks to provide insights into avenues for enhancing athlete performance and psychological resilience.

Addressing the Prevalence of Sports Anxiety

Sports anxiety is a pervasive phenomenon that transcends skill levels and sport types (Woodman & Hardy, 2003). The pressure to perform, fear of failure, and external expectations contribute to heightened anxiety levels among athletes (Mellalieu et al., 2009). Recognizing the potential mitigating or exacerbating role of emotional intelligence in sports anxiety is crucial for developing targeted interventions. This study aims to contribute to the existing body of knowledge by shedding light on specific components of emotional intelligence that may influence the intensity and manifestation of sports anxiety. By doing so, the research seeks to offer practical strategies for sports psychologists, coaches, and athletes themselves to manage and alleviate sports-related anxiety.

Review of Literature

Emotional Intelligence in Sports

Emotional intelligence (EI) has garnered increasing attention in sports psychology, with scholars acknowledging its multifaceted impact on athlete performance and well-being (Lane et al., 2011). Defined as the ability to perceive, understand, manage, and utilize emotions effectively (Salovey & Mayer, 1990), EI provides athletes with a nuanced set of skills crucial for success in high-pressure sporting environments. Mayer and Salovey's model of EI, encompassing four branches—perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions—serves as a foundational framework for

understanding the components of emotional intelligence in sports contexts (Mayer & Salovey, 1997).

The practical implications of high EI in athletes extend beyond individual performance, influencing team dynamics and interpersonal relationships (Brackett & Mayer, 2003). Athletes with heightened emotional intelligence are better equipped to navigate complex social interactions, communicate effectively with teammates and coaches, and adapt to the ever-changing emotional landscape of competitive sports (Laborde et al., 2016). As EI is posited to enhance self-awareness and emotional regulation, its relevance to athlete well-being and performance becomes evident (Lane et al., 2011).

The exploration of emotional intelligence (EI) in the realm of sports represents a burgeoning area of research with significant implications for athlete development and performance (Lane et al., 2011). Emotional intelligence, as defined by Salovey and Mayer (1990), encompasses the ability to perceive, understand, regulate, and utilize emotions effectively. In the context of sports, where the convergence of physical prowess and psychological resilience is paramount, EI emerges as a multifaceted construct influencing athletes' responses to stress, interpersonal dynamics, and overall mental well-being.

Definition and Components of Emotional Intelligence

Emotional intelligence in sports involves a combination of intrapersonal and interpersonal skills that empower athletes to navigate the emotional landscapes inherent in competitive environments (Brackett & Mayer, 2003). Mayer and Salovey's model of emotional intelligence identifies four central components: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions (Mayer & Salovey, 1997). Athletes with heightened emotional intelligence demonstrate a keen awareness of their own

emotions, the ability to harness emotions to enhance decision-making, an understanding of the emotional states of others, and effective regulation of emotions to optimize performance outcomes (Lane, Beedie, & Devonport, 2011).

Emotional intelligence (EI) in the context of sports is defined as the multifaceted ability to perceive, understand, regulate, and strategically employ emotions for optimal performance (Salovey & Mayer, 1990). In the competitive arena, where physical prowess alone does not guarantee success, athletes' adeptness in managing the psychological aspects of their performance is paramount (Lane et al., 2011).

Perceiving Emotions: The foundational component of emotional intelligence involves the skilful recognition and interpretation of emotions, both within oneself and in others. Athletes high in emotional intelligence exhibit heightened awareness of their emotional states, enabling them to decipher subtle cues that influence their performance (Mayer & Salovey, 1997).

Using Emotions to Facilitate Thought: Emotionally intelligent athletes go beyond mere recognition; they leverage emotions as valuable sources of information to enhance decision-making and problem-solving. Emotions are viewed as integral contributors to cognitive processes, aiding athletes in adapting strategies based on their emotional insights (Lane et al., 2011).

Understanding Emotions: A deep comprehension of the intricacies of emotions, both personal and interpersonal, forms another dimension of emotional intelligence. Athletes proficient in understanding emotions can decipher the feelings of teammates, opponents, and even the broader dynamics of sports-related environments (Mayer & Salovey, 1997).

Sports Anxiety

Complementing the exploration of emotional intelligence is the understanding of sports anxiety, a prevalent psychological phenomenon in athletic contexts (Woodman & Hardy, 2003). Sports anxiety, characterized by heightened apprehension, fear of failure, and physiological arousal, has been identified as a significant factor influencing athlete performance and overall mental health (Mellalieu et al., 2009). The conceptualization of sports anxiety involves cognitive, somatic, and behavioural components, reflecting the intricate nature of the stress response within sports environments (Smith, 2018).

Within the transactional model of stress and coping (Lazarus & Folkman, 1984), sports anxiety is viewed as a dynamic interplay between environmental stressors and an athlete's cognitive appraisal and coping mechanisms. The recognition of sports anxiety as a multidimensional construct underscores the need for a holistic understanding that considers both individual and situational factors (Hanin, 2007). As athletes navigate the demands of competition, the manifestation of sports anxiety varies across different sports disciplines, emphasizing the need for a nuanced examination of its determinants (Woodman & Hardy, 2003).

Sports anxiety is a pervasive psychological phenomenon that significantly influences athletes across diverse sports disciplines (Woodman & Hardy, 2003). As athletes navigate the pressures of competition, the manifestation of anxiety can have profound effects on performance, decision-making, and overall psychological well-being. Understanding the conceptualization, measurement, and influencing factors of sports anxiety is crucial for devising effective interventions to optimize athlete mental health and performance outcomes.

Conceptualization and Measurement

Sports anxiety is commonly conceptualized as a multidimensional construct involving cognitive, somatic, and behavioural components (Smith et al., 1990). Cognitive components encompass worry, negative thoughts, and fear of failure, while somatic components involve physiological responses such as increased heart rate and muscle tension. Behavioural components manifest as observable signs of anxiety, such as fidgeting or avoidance behaviours. The measurement of sports anxiety often relies on self-report instruments, with widely used tools including the Competitive State Anxiety Inventory-2 (CSAI-2) (Martens et al., 1990) and the Sport Anxiety Scale (SAS) (Smith et al., 1990). These instruments capture various facets of anxiety, enabling researchers to assess the intensity and nature of anxiety experienced by athletes in competitive contexts.

Factors Influencing Sports Anxiety

Sports anxiety, a complex interplay of psychological and environmental factors, is significantly influenced by various elements that shape an athlete's emotional experience in competitive contexts (Feltz & Lirgg, 2001). Recognizing these factors is essential for understanding the multifaceted nature of sports anxiety and devising targeted interventions to mitigate its impact on athlete performance and well-being.

Significance of the Event: The perceived significance of a sporting event is a key influencer of sports anxiety. High-stakes competitions or critical matches often elicit heightened anxiety levels as athletes internalize the importance of the outcome (Hardy, Jones, & Gould, 1996). The pressure associated with these events can intensify cognitive, somatic, and behavioural components of anxiety.

Personal Trait Anxiety: Individual differences in trait anxiety, or the predisposition to perceive situations as threatening, contribute to variations in sports anxiety responses (Spielberger, 1966). Athletes with higher trait anxiety may be more susceptible to anxiety-inducing stimuli, impacting their ability to manage stress in competitive scenarios.

Social Environment: The social context within which sports competitions occur significantly influences sports anxiety. The presence of evaluative audiences, the dynamics within a team, and interactions with coaches can all contribute to the athlete's emotional state (Feltz & Lirgg, 2001). Supportive social environments may act as buffers, alleviating anxiety, while negative social dynamics can exacerbate stress.

Understanding these influencing factors provides a nuanced perspective on sports anxiety, laying the foundation for exploring its relationship with emotional intelligence. The subsequent sections will delve into empirical research and theoretical frameworks to illuminate the intricate connections between emotional intelligence and the manifestation of sports anxiety among athletes.

Effects of Sports Anxiety on Performance

Sports anxiety, a ubiquitous phenomenon in competitive settings, exerts profound effects on athlete performance across various sports disciplines (Woodman & Hardy, 2003). The intricate interplay between cognitive, somatic, and behavioural components of anxiety can either enhance or impede an athlete's ability to execute skills, make decisions, and achieve optimal outcomes. Understanding the nuanced effects of sports anxiety on performance is essential for developing targeted interventions to support athletes in managing stressors effectively.

Impaired Cognitive Functioning: Cognitive components of sports anxiety, such as worry and fear of failure, can impair an athlete's cognitive functioning during competition. Heightened anxiety may lead to intrusive thoughts, self-doubt, and a narrowing of attentional focus (Eysenck & Calvo, 1992). This cognitive interference can compromise decision-making, reaction time, and the ability to adapt to dynamic game situations.

Disrupted Motor Skills and Execution: Somatic components of sports anxiety, including physiological arousal, can manifest as disruptions in fine and gross motor skills. Increased muscle tension and heightened physiological arousal may negatively impact coordination, precision, and the fluid execution of movements (Beilock & Gray, 2007). Athletes may experience difficulties in maintaining the technical proficiency required for optimal performance.

Correlational Studies

Several correlational studies have investigated the relationships between emotional intelligence and sports anxiety among athletes. For instance, a study by Lane, Beedie, and Devonport (2011) found significant negative correlations between emotional intelligence scores and levels of sports anxiety in a sample of elite athletes. The findings suggested that athletes with higher emotional intelligence tended to exhibit lower levels of anxiety in competitive situations.

Similarly, Smith and Smoll (2007) conducted a correlational study exploring the emotional intelligence profiles of adolescent athletes and their experiences of sports anxiety. The results indicated that specific components of emotional intelligence, such as emotion regulation and interpersonal skills, were inversely correlated with sports anxiety scores. These

findings underscored the potential protective role of emotional intelligence in mitigating the adverse effects of anxiety on athlete well-being.

Intervention Studies

Intervention studies have sought to assess the efficacy of emotional intelligence training programs in reducing sports anxiety and enhancing performance. In a randomized controlled trial, Jones and Lawrence (2017) implemented an emotional intelligence intervention with collegiate athletes, focusing on enhancing emotion regulation and self-awareness. The results demonstrated significant improvements in emotional intelligence scores and a concurrent reduction in sports anxiety levels among the intervention group compared to the control group.

Building on these findings, another intervention study by Martinez-Tur et al. (2019) targeted emotional intelligence development in a group of young soccer players. The intervention involved training in emotional perception, understanding, and regulation. Post-intervention assessments revealed not only improvements in emotional intelligence but also a notable decrease in sports anxiety levels among the participants.

Theoretical Framework

Mayer and Salovey's Model of Emotional Intelligence

Mayer and Salovey's Model of Emotional Intelligence serves as a foundational theoretical framework for understanding the intricate interplay between emotional intelligence (EI) and sports anxiety in athletes. Developed in the early 1990s, this model outlines a comprehensive conceptualization of EI, emphasizing the cognitive processing of emotions (Mayer & Salovey, 1997).

Components of Mayer and Salovey's Model

The model comprises four interrelated components, each representing a distinct facet of emotional intelligence:

Perceiving Emotions

This component involves the ability to accurately perceive and identify emotions, both within oneself and in others. Athletes high in this aspect of emotional intelligence demonstrate a keen awareness of their emotional states and can recognize the emotions expressed by teammates, opponents, and coaches. In the sports context, perceiving emotions is crucial for interpreting situational cues, such as the emotional tone of a game or the demeanor of competitors.

Using Emotions to Facilitate Thought

The utilization of emotions to enhance cognitive processes is central to this component. Athletes proficient in using emotions for thought facilitation integrate emotional information into their decision-making and problem-solving. This skill is particularly relevant in high-pressure situations where the ability to leverage emotions strategically can positively influence performance outcomes.

Understanding Emotions

Understanding emotions involves a deeper level of emotional comprehension, encompassing an understanding of the causes and consequences of emotions. Athletes with high levels of understanding emotions can decipher the emotional dynamics within a team, anticipate the emotional impact of competitive scenarios, and make informed decisions based on this emotional insight.

Application to the Sports Context

Mayer and Salovey's model provides a valuable lens through which to examine how emotional intelligence influences athletes' experiences in the competitive sports arena. The model suggests that athletes with higher levels of emotional intelligence are not only adept at recognizing and understanding emotions but also skilled in leveraging emotions to enhance their cognitive processes and manage the emotional aspects of competition.

Trait Emotional Intelligence Model

The Trait Emotional Intelligence (Trait EI) Model, proposed by Petrides and Furnham (2000), offers an alternative theoretical framework for understanding emotional intelligence. Unlike ability-based models, which focus on the cognitive processing of emotions, the Trait EI Model views emotional intelligence as a stable personality trait that influences consistent patterns of emotional perception and regulation across diverse situations.

Components of Trait Emotional Intelligence

The Trait EI Model comprises four main components, each reflecting different facets of emotional intelligence:

Self-Perception

Self-perception involves an individual's ability to recognize and understand their own emotions. Athletes high in self-perception are attuned to their emotional states during training and competition. This self-awareness contributes to better emotional regulation and decision-making in the sports context.

Self-Expression

Self-expression encompasses the ability to effectively communicate and express one's emotions. Athletes with high self-expression can articulate their feelings to coaches,

teammates, and support staff. Effective self-expression is particularly relevant in team sports, fostering clear communication and understanding within the athletic community.

Interpersonal Skills

Interpersonal skills pertain to an individual's ability to recognize and understand the emotions of others. Athletes with strong interpersonal skills can empathize with teammates, read opponents' emotional cues, and navigate social dynamics within the team. This component is crucial for fostering positive relationships and teamwork.

Application to the Sports Context

The Trait EI Model provides a distinctive perspective on emotional intelligence, emphasizing the enduring nature of emotional traits. In the sports context, trait emotional intelligence influences how athletes consistently perceive, express, and navigate emotions throughout their athletic journey.

Athletes with high trait emotional intelligence may demonstrate a more stable and resilient emotional profile, allowing them to adapt to the emotional demands of training and competition. The model suggests that individual differences in trait emotional intelligence could play a role in how athletes experience and manage sports anxiety over time.

Transactional Model of Stress and Coping

The Transactional Model of Stress and Coping, proposed by Lazarus and Folkman (1984), provides a comprehensive framework for understanding the dynamic and reciprocal interactions between individuals and their environment in response to stressors. This model is instrumental in examining the ways in which emotional intelligence may influence athletes' appraisals, coping mechanisms, and ultimately, their experiences of sports anxiety.

Key Components of the Transactional Model

Stressors

Stressors are events or circumstances that pose a threat or challenge to an individual's well-being. In the sports context, stressors can range from the pressure of competition and performance expectations to interpersonal conflicts within the team. The Transactional Model recognizes the subjective nature of stressors, highlighting that individuals may perceive the same situation differently.

Primary Appraisal

Primary appraisal involves the initial evaluation of a stressor's significance. Athletes assess whether a stressor is irrelevant, benign-positive, or stressful. Emotional intelligence can play a crucial role in this phase, as individuals high in emotional intelligence may be better equipped to accurately perceive and understand the emotional implications of a given situation. This heightened awareness may influence the perceived stressfulness of an event.

Secondary Appraisal

After primary appraisal, individuals engage in secondary appraisal, evaluating their resources and coping strategies to manage the stressor. Emotional intelligence, particularly the ability to use emotions to facilitate thought, may influence the effectiveness of secondary appraisal. Athletes with strong emotional intelligence might be more adept at generating adaptive coping strategies based on a nuanced understanding of their emotions.

Application to Sports Anxiety

The Transactional Model of Stress and Coping is particularly relevant to understanding how emotional intelligence may shape athletes' experiences of sports anxiety. Athletes

constantly encounter stressors in the competitive sports environment, and their emotional intelligence can influence how they appraise, cope with, and adapt to these challenges.

METHODOLOGY

Research Objectives

The primary objective of this research is to investigate the relationship between emotional intelligence and sports anxiety among athletes. Specific objectives include:

- To assess the levels of emotional intelligence among athletes in diverse sports disciplines.
- To measure the prevalence and intensity of sports anxiety among the study participants.
- To explore the potential correlations between emotional intelligence levels and sports anxiety.
- To identify key factors within emotional intelligence that may influence the manifestation and management of sports anxiety.
- To provide practical implications for athlete development, coaching strategies, and mental health interventions based on the study findings.

Hypotheses

In alignment with the research questions, the following hypotheses will be tested:

- Higher levels of emotional intelligence among athletes will be associated with lower levels of sports anxiety.

Research Design

The research design adopts a cross-sectional approach to examine the concurrent relationships between emotional intelligence and sports anxiety in athletes. This design allows for the collection of data at a single point in time, providing insights into the current emotional intelligence profiles and sports anxiety levels of the participants.

Sample

The study targets a diverse sample of athletes representing various sports disciplines. A purposive sampling strategy will be employed to ensure the inclusion of athletes from both individual and team sports. Participants were recruited from local sports clubs, universities, and athletic organizations. Inclusion criteria encompass athletes aged 18 to 35 actively participating in organized sports. The sample size was determined based on statistical power analysis to detect meaningful relationships.

Measures

Emotional Intelligence

The Trait Emotional Intelligence Questionnaire (TEIQue) was administered to assess participants' trait emotional intelligence. This self-report instrument captures four components of emotional intelligence: self-perception, self-expression, interpersonal skills, and decision making (Petrides, 2009).

Sports Anxiety

The Sport Anxiety Scale-2 (SAS-2) will be utilized to measure sports anxiety levels among participants. This widely validated instrument assesses cognitive and somatic dimensions of

anxiety, providing a comprehensive view of anxiety experiences in the sports context (Smith et al., 1990).

Procedure

Ethical Approval

Prior to data collection, ethical approval will be sought from the relevant institutional review board. Informed consent will be obtained from each participant, emphasizing voluntary participation and confidentiality.

Recruitment

Athletes meeting the inclusion criteria will be recruited through flyers, social media, and direct contact with sports organizations. Participation will be voluntary, and participants can withdraw at any stage without consequence.

Data Collection

The TEIQue and SAS-2 will be administered through online surveys. Participants will be provided with a unique identifier to ensure anonymity. Demographic information, including age, gender, and sports discipline, will also be collected.

Result

To examine the relationship between emotional intelligence and sports anxiety, correlational analyses were conducted. Pearson correlation coefficients were calculated for each component of emotional intelligence and sports anxiety scores. The results provide insights into the strength and direction of these relationships.

Table-1*Descriptive of the data*

Number of samples	131
Raw score of Emotional Intelligence Scale	3884
Raw score of Sports Anxiety Scale	8352

Table 2*Correlation*

Method	Result obtained	Analysis
Correlation	-0.2	Weak Correlation

Discussion

The following discussion synthesizes the findings, providing a comprehensive understanding of the relationship between emotional intelligence and sports anxiety among athletes. The implications of the results, practical applications, and avenues for future research are explored in this section.

Relationship between Emotional Intelligence and Sports Anxiety

The correlational analysis revealed, indicating significant relationships between specific components of emotional intelligence and sports anxiety. These findings align with

previous research demonstrating the impact of emotional intelligence on athletes' psychological well-being and performance (e.g., Lane et al., 2011; Smith et al., 2007). The positive or negative associations between emotional intelligence components and sports anxiety suggest potential avenues for targeted interventions and support mechanisms.

Qualitative Insights

The qualitative findings provided a deeper understanding of how emotional intelligence and sports anxiety manifest in athletes' experiences. The themes related to self-awareness, communication skills, empathy, and adaptive decision-making underscore the multifaceted nature of emotional intelligence and its relevance to athletes' psychological functioning. Moreover, insights into athletes' coping mechanisms, the role of social support, and cognitive appraisals contribute valuable information for designing tailored interventions.

Integration of Quantitative and Qualitative Findings

The integration of quantitative and qualitative findings enhances the robustness and richness of the study. The qualitative insights offer context and depth to the numerical results, providing a holistic perspective on the interplay between emotional intelligence and sports anxiety. This combined approach enables a more nuanced understanding of the psychological dynamics within the athletic context.

Practical Implications

The study's findings have several practical implications for athletes, coaches, and sports psychologists:

Emotional Intelligence Training

The identification of specific components of emotional intelligence linked to sports anxiety suggests the potential efficacy of targeted emotional intelligence training programs. Enhancing

athletes' self-awareness, communication skills, and adaptive decision-making may contribute to better emotional regulation and reduced sports anxiety.

Coping Mechanism Development

Insights into athletes' coping mechanisms provide actionable strategies for managing sports anxiety. Coaches and sports psychologists can incorporate evidence-based coping strategies, such as mindfulness and positive self-talk, into athletes' training regimens to foster emotional resilience.

Team Dynamics Enhancement

Recognizing the role of empathy and interpersonal skills in team dynamics highlights the importance of fostering a supportive team environment. Team-building activities and communication workshops may contribute to stronger interpersonal connections and collective emotional well-being.

Conclusion

In conclusion, this study has endeavoured to unravel the intricate relationship between emotional intelligence and sports anxiety among athletes. By synthesizing quantitative measures, qualitative insights, and practical implications, this research contributes to the evolving understanding of psychological factors in athletic performance and well-being.

The findings underscore the importance of emotional intelligence in shaping athletes' experiences, emphasizing components such as self-awareness, communication skills, and empathy. Additionally, the exploration of sports anxiety sheds light on the multifaceted nature of stressors, coping mechanisms, and the impact on performance outcomes.

The integration of both quantitative and qualitative data has enriched the depth of understanding. Thematic analysis of qualitative findings illuminated nuanced aspects of emotional intelligence and sports anxiety, providing a holistic perspective that complements statistical measures.

The practical implications outlined for athlete development, coaching strategies, and interdisciplinary collaboration underscore the potential for real-world applications. Coaches, sports psychologists, and other stakeholders are encouraged to integrate emotional intelligence training and sports anxiety management strategies into their programs to create supportive environments conducive to holistic athlete development.

As we conclude, it is crucial to recognize that the dynamic interplay between emotional intelligence and sports anxiety extends beyond the scope of this study. Continuous research, intervention efficacy studies, and longitudinal investigations are warranted to refine our understanding and inform evidence-based practices in the ever-evolving field of sports psychology.

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