EMOTIONAL INTELLIGENCE AND DETERMINATION OF SOCIOMETRIC STATUS IN SPORT

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Abstract
Emotional intelligence (EI) is a new research subject in the field of psychological science. As a term and concept appears nineties. Salovey and Mayer defined EI as a set of skills that contribute to a better and more accurate estimate and express their emotions, assess others’ emotions and use emotions in motivating the actions to reach our goals in life. Roberts, Zeidner and Matthews defines EI as a type of intelligence that involves the ability to process emotional information where emotions are organized mental response to current events involving psychological, experiential, and cognitive function. The changing relationship of a person or object to another, change and emotions toward the person or property, regardless whether these relationships are real, stored in memory or imagined. According to Mayer EI is the ability to recognize the meanings of emotions and their relationships, then using emotions as a basis for understanding and solving problems involving cognitive processes, which means that the use of emotions can be very useful for the improvement of cognitive activity. There are different conceptualizations of EI. One involving a range of adaptive characteristics associated with emotions, others emphasize cognitive elements, and the third conceptualize EI as ability and personality traits. Subtle analysis is required to determine what is and is not part of EI. EI concepts rely on one of two ways of looking at the relation between emotions and logical thinking in psychology. Something of great importance is that appreciation direct correlation between psychological factors and sporting success, has led to the psychological findings are treated as an inseparable part of the equation specification sports. In working with athletes and previously investigated psychological dimensions relevant to the success of the sport as well as those that are of importance for the development and operation of an integrated personality. EI athletes as well as the dynamics of micro-social environment, especially in team sports, been systematically studied to date in spite of the utmost importance to the success of any sports activity. The text of these reasons, it is primarily intended for psychologists and kinesiologists who work in the sport. Psychologists with the effort made to encourage the construction of good measuring instruments for measuring EI athletes and focus on the efficient use of sociogram method and kinesiologists to cooperate with psychologists in the most efficient way to take advantage of the results obtained.

Key words: Emotional intelligence, model, sociometry, sport, training

Emotional intelligence in context of theories of intelligence

Emotional intelligence (EI) is a relatively new subject of research in the field of psychological science. In the scientific literature, EI, as a term and concept first appeared in the works of the nineties by Peter Salovey (Yale) and John D. Mayer's (New Hampshire), which (according Taksić 1998) define EI as a set of skills that contribute to more accurate assessing and expressing their emotions, as well as assessing other people's emotions and use emotions in motivating the actions to reach our goals in life. Authors (Roberts, Zeidner, and Matthews, 2001) define EI as a type of intelligence that involves the ability to process emotional information. At the same way, emotions are organized mental response to current events involving psychological experiential and cognitive function. Emotions occur regularly in the context of relationships. As it changes the relationship of a person to another person or property, are changing and her feelings towards that person or object, independently, whether these relationships are real, stored in memory or imagined they were always accompanied by sensors and emotions. According to Mayer et al., (1999), and according to Mayer, Caruso, Salovey, and Sitarenios, 2001), EI is the ability to recognize the meanings of emotions and their relationships, then using emotions as a basis for understanding and solving problems, which certainly includes the cognitive processes which in turn tells that the use of emotions can, and to efficiently serve to enhance cognitive activity. An individual who possesses these skills is considered to be well-adjusted and emotionally skilled. Conversely, those who do not possess the will be damaged in the emotional and social functioning (Salovey and DiPaola 1990). EI concept builds on one of the two ways of looking at the relation between emotions and logical thinking in psychology. The first concept is based on the belief that emotions and logical thinking, opposite each other, the result of which would interfere with the emotions and wrong direction and generally adversely affect the functioning of the rational man. The second concept is based on the view that emotions are part of logical thinking and in that way contribute to intelligence and thus the quality of functioning in all aspects of life. The authors emphasize the concept of EI because that emotional intelligence does not preclude...
intelligence and that EI is not a "victory of the head over the heart," but that it is a unique blend of both. Recent studies showed that a test of EI could soon take the place of the other important psychological variables as predictors of different factors of success in all human activity (Brackett, 2001; Formica, 1988, Mayer, Perkins, Caruso and Salovey, 2001; Rubin, 1999; Salovey Mayer, Caruso and Lopez, in print, according to Mayer, Salovey, Caruso and Sitarenios, 2001). General intelligence can be defined as the total capacity of people to adapt effectively through the opinions and information processing (Roberts, Zeidner, and Matthews, 2001). There are many different approaches and models of many authors who have attempted to describe the nature of intelligence and its function. Some of these models include certain constructs that are conceptually related to the construct of EI. One of these constructs is social intelligence, from which, according to (Roberts, Zeidner, and Matthews, 2001) derives EI. Back in 1920 Thorndike intelligence sharing in the abstract (verbal), mechanical (visual-spatial) and social.

Welfare is defined as "the ability to understand men and women, boys and girls and wise action in interpersonal relations" (by Papić, 2003). The numerous attempts to define and measure social intelligence, to date, these attempts have been successful. One reason for that is certain is that it is social intelligence studied less than other types of intelligence because (Mayer and Geher, 1996, according to Roberts, Zeidner and Matthew, 2001) seems to be the most difficult theoretically and empirically separated from each other. Based on Thorndike's abstract definition of social intelligence (Babić, 2004). The construct is a standardized instrument to measure individual differences in this construct. Sternberg, based on our own research found that coping with everyday situations requires different skills from those classic intelligence tests measure, therefore, the analytical and creative intelligence in his theory and practice included. He is of the opinion that the contents of most of the tests that assess academic intelligence analytical problems that are clearly defined and that they contain all the information needed to make them can be solved, but they only have one solution, which can be reached only by one road. In contrast, practical problems require the recognition and formulation of the problems that are poorly defined and does not contain all the necessary information and have more acceptable solutions, and require previous experience, motivation and personal interest.

Cantor and Kihlstrom (1985) propose social intelligence as a single construct for understanding the personality. In their deliberations solving social problems is a central process that supports social behavior (Papić, 2003). Due to problems in the definition and operationalization of social intelligence Geher Mayer (1996) proposed to do away with the construct of social intelligence and that it is split in emotional and motivational. Motivational, that incorporate an understanding of different forms of motivation and an understanding of what Sternberg et al. (According to Takšić, 1998) called "implicit knowledge" ("Tacit Knowledge") define it as an "action-oriented knowledge learned without direct help from others, which enables the person to achieve the goals of personal importance." Emotional Intelligence would include recognition of each other’s emotions, reasoning about emotions and the information associated with them, and the processing of emotional information as part of a general problem-solving abilities. The concept of EI overlap with Gardner's notion of social intelligence that is defined as a type of personal intelligence. In their model of multiple intelligences among the seven included two forms of personal intelligence.

With musical, kinesthetic, logical-mathematical, spatial, linguistic, and, in the category of intelligence included the interpersonal and intrapersonal intelligence. Intra-defined as the ability to access their own emotional life through identifying, describing and distinguishing their own feelings and their symbolic representation. Interpersonal defines as the ability to recognize the moods, intentions, and desires of other people. (Roberts, Zeidner, & Matthew, 2001). Intelligence in understanding the behavior and its meaning is contained in Guilford's (1959) model of intelligence, whom the author based on all possible combinations of three main factors: Operations (cognition, memory, divergent production, convergent production and evaluation); Facilities (figural, semantic, symbolic and conduct) and Products (units, classes, relations, systems, transformations, and implications). Any intellectual activity consists of facilities, operations and products. Each of the four types of intelligence (information content categories) comprises of 30 abilities (6 times 5 products operations). Figural, semantic and symbolic content refers to the abstract material contained in standard IQ tests. Behavioral domains is neglected in conventional tests, although associated with socio-emotional intelligence. EI is in some way overlap with behavioral content of cognition (the ability to identify the internal state of the individual, the interpretation of the social consequences of behavior, etc.). Particles formed test to measure these abilities are reminiscent of behavioral measures of EI. Out of 30 possible factors of social intelligence research Guilford and associates confirmed the existence of 12 of them related to cognition and divergent production (Petroski-Beška, 1987, according to Takšić, 1998). The concept of EI can be accommodated in the theory of fluid and crystallized intelligence, Cattell's (1971), Horn (1988) and their associates. Researchers who are doing the EI opinion that forms part of crystallized intelligence, and that opinion is based on the assumption that the evaluation, expression, regulation and use of emotions developed through experience and social interaction in the same way as other psychological processes that make crystallized intelligence (Roberts, Zeidner, & Matthew, 2001).
Models of emotional intelligence

There are different, and among them, rather wide, conceptualization of emotional intelligence. One involving a range of adaptive characteristics associated with emotions, others emphasize cognitive elements, such as facilitating reasoning and memory, and the third conceptualize EI as ability and personality traits (Schutte et al., 1998). Mayer, Caruso and Salovey, 1999, 2000, according to Roberts, Zeidner and Matthew, 2001) concluded that the warning subtle analysis is needed to determine what is and is not part of EI. Mayer et al. analyzed the differences between the different models of EI and divided them into two groups: Models of mental abilities, which focus on the ability to process information and affective Mixed models, concepts, where EI appears as a diverse construct that includes aspects of personality, and the ability whenever you see, processing, understanding and managing emotions and motivational factors and affective dispositions. (Mayer et al., 2003). The works that treat emotional intelligence as a set of mental abilities commonly used and quoted exactly the model of Mayer and Salovey. In its first version (1990) model included three levels of competence: Assessment and expressing emotions in themselves and in others, Regulating emotions in themselves and others, and Using emotions for adaptive purposes. Model had a heuristic value and represents the first attempt conceptualization of this construct, with an attempt to integrate knowledge from different fields of psychology and conceptually related processes of emotional information that is necessary for a minimum level of competence and intelligent functioning (Takšić, 1998).

Model of Mayer and Salovey

Model that is most frequently cited in the works that deal with emotional intelligence, and treat it as a set of mental ability model of Mayer and Salovey. In its first version in 1990. was comprised of three levels of ability as said before. He is a good feature which includes capabilities that include conceptually related treatment processes emotional information necessary for a minimum level of competence and intelligent functioning (Takšić, 1998). In accordance with the logic of the model, the authors have defined EI as "the ability to monitor their own and others' feelings and emotions, and use this information in thinking and behavior" (Salovey and Mayer, 1990). Improvement model, the authors have released another version of the construct, and have proposed a revised definition that "emotional intelligence involves the ability to quickly observations, evaluations and emotions, ability to recognize and generate emotions to facilitate thinking, the ability to understand emotion and emotional knowledge, and the ability to regulate emotions in to promote emotional and intellectual growth" (Mayer and Salovey, 1996). This version of the construct was extended for one level of competence and is shown as a diagram in which the four branches of the simpler diagrams ordered psychological processes to higher, more psychologically integrated processes. Each branch has four representative capacities. Abilities that occur at early stages of development are on the left side of the branch, and those of later developments, on the right. Of persons of high emotional intelligence are expected to progress faster through these requirements and to cope with the greater number (Salovey and Slyuyter, 1997).

Level 1 (Perception, appraisal and expression of emotion) describes the capabilities and skills of people to accurately appraise and to express emotion. At this level learn to identify their own and others' emotional states, and to distinguish them. As the child grows, it imaginatively attributed feelings of the living and non-living phenomena. This imaginative thinking can help your child perform general conclusions from self to others. A mature person knows carefully monitor the inner feelings. Adequately developed and independent entity are beginning to assess emotions wherever they may express it in other people, the architecture, artwork, etc. This level of capability includes the ability to accurately express their feelings and needs that surround these feelings. And because emotionally intelligent individuals familiar expression and manifestation of emotions, they are also vulnerable to manipulative phrases (Salovey and Slyuyter, 1999). This aspect of EI affects the awareness of their own emotions and thoughts concerning emotions, to differentiate among them, and the ability to adequately express emotions, capacity for understanding and distinguishing emotional states (Roberts, Zeidner and Matthew, 2001). As the child grows, it imaginatively attributed feelings of the living and non-living phenomena. Imaginative thinking can help your child perform general conclusions from self to others. A mature person knows carefully monitor the inner feelings. Adequately developed and independent entity are beginning to assess emotions wherever they may express it in other people, the architecture, artwork, etc. This level of capability includes the ability to accurately express their feelings and needs that surround these feelings. And because emotionally intelligent individuals familiar expression and manifestation of emotions, they are also vulnerable to manipulative phrases (Salovey and Slyuyter, 1997). This aspect of EI affects the awareness of their own emotions and thoughts concerning emotions, to differentiate among them, and the ability to adequately express emotion (Roberts, Zeidner and Matthew, 2001).

Level 2 Emotional facilitation opinion includes the ability to use emotions in ways that facilitate intellectual processes. Emotions determine priorities in mind by directing attention to important information. They are sufficiently vivid and accessible so they can be recalled as needed to assist in assessment and memory of events. When we manage to get into an event or a person whose sense of "story" to follow, easier to manage, and we will decide (for a more favorable outcome) in similar situations in which we find later.
Mood swings change the individual's perspective from optimistic to pessimistic, urging him to different choices to take action. Different kinds of moods facilitate selection of ways in performing different tasks, as well as different forms of reasoning (Salovey and Sluyter, 1997). This component of EI involves assimilating basic emotional experiences into mental life (Mayer, Caruso and Salovey, 1999; 2000). Putting emotion into the objective function is necessary for selective attention, self-monitoring, self-motivation, etc. (Roberts, Zeidner and Matthew, 2001). Level 3 Understanding and analyzing emotions and use emotional knowledge includes the ability to understand emotions and use emotional knowledge. Already during childhood are starting to notice the similarities and differences between sympathy and love, hostility and anger, etc. Later, there is the ability to interpret the meanings that emotions convey regarding interactions as well as the ability to understand complex emotions. (Eg sadness that accompanies the loss, the joy of victory, etc.) In some situations can occur simultaneously and opposite emotions (eg love and hate). A combination of different emotions get new qualities (eg, hope is a blend of faith and optimism). In mature individuals occurs ability to identify plausible transitions between emotions, such as the transition from anger to satisfaction or from anger to embarrassment. Knowledge of the course of sensitivity in interpersonal relationships is an important element of emotional intelligence.

Emotional acquire knowledge of childhood and improved lifetime. People usually agree in their opinions about what triggers certain emotions (Salovey and Sluyter, 1999). This component refers to the observation of legality occurrence of specific emotions, understanding the emotional issues as well as knowledge about which emotions are similar and the relations (Roberts, Zeidner and Matthew, 2001). Level 4. Reflexive regulation of emotion for the emotional and intellectual development of the most complex levels of emotional intelligence and the conscious regulation of emotion leads emotional and intellectual progress. Essential skill at this level is openness to feelings, whether pleasant or unpleasant. Only when a person is aware of their feelings and open to them, can about them and learn something. The child learns through childhood socializing emotion. It takes place in a selective process of expressing emotions, depending on the amount of information available, its judgments about the appropriateness of such reactions and social norms. It increases ability reflexive inclusion or exclusion of emotion from them, depending on the assessment of their informativeness or usefulness. A person who has this ability is emotionally mature person in different situations and respond adequately "cool." This level of emotional intelligence involves the ability to monitor the reflexive emotion in relation to them and others by recognizing each other's responses shape the vision clarity, typicality, impact and usefulness and prudence, which is essentially a meta-evaluation. The most complex capability highest levels of emotional intelligence, according to this model, the ability to manage emotions in ourselves and others mitigate negative emotions and increasing pleasurable, and that without affecting strained or information that they convey. This aspect of improving social adaptation and problem solving, as it includes knowledge of how to calm down after a stressful feelings or to alleviate the stressful emotions of other people (Roberts, Zeidner and Matthew, 2001). Mayer and Salovey model of EI is treated primarily as a set of mental abilities. There are also mixed models, except capabilities include some other non-cognitive traits, some of which will allocate the 1995 Goleman’s and Bar-on's in 1997.

**Goleman's model**
Goleman's leaning on Mayer and Salovey underlined some parts of their theory and emotional intelligence is defined as: knowing one's emotions, managing emotions, self-motivation, recognizing emotions in others and managing relationships. In this way Goleman’s model of emotional intelligence is incorporated constructs such as optimism, motivation, awareness, social competence and specific social and communication skills.

**Bar-On's model**
Bar-ons model in emotional intelligence involves "a series of personal, emotional and social competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Bar-On, 2000). His concept of emotional intelligence includes five components: a) intrapersonal, defined by emotional self-awareness, perseverance, self-esteem, self-actualization and independence, b) interpersonal, defined by empathy, interpersonal relationship and social responsibility, c) adaptability, defined by problem solving, and objectivity in assessing and flexibility, d) stress management, which defines stress tolerance and impulse control, and e) general mood, which defines happiness and optimism.

Mayer and Salovey model of EI is treated as a set of mental abilities while Goleman’s model and Bar-On except capabilities include various aspects of personality, motivational factors, orientation skills in interpersonal relationships, and a variety of social skills. Mixed models of emotional intelligence appear to be too broad and unjustified critics unintellectual characteristics attributed to intelligence. That is why they use models of Mayer and Salovey in studies of emotional intelligence seems scientifically justified. Although there are differences in the approach to the concept of EI, the general idea of these authors have in common: “The processing of emotional information: a) different and relatively independent of the capabilities that are associated with the traditional notion of intellectual resources, b) a special class abilities, not a system of preferred behavior, and c) specific important determinant of success in many areas of life, which "may be more important than IQ (Goleman, 1997, Kulenović et al, 2000).
measure emotional intelligence. This approach has intelligence. Estimates of others are rarely used to self-reports and objective intelligence test scores of (1982). Received from 0.34 correlation between analysis that included 55 studies (Mabe and West perceived and actual measures of ability. A meta-analysis that included 55 studies (Mabe and West the presence of a weak association between self- and not on the actual level of EI. Studies indicated results obtained on these scales highly correlated by self-assessment scales for patients can not be distinguished from personality traits, since the results obtained on these scales highly correlated with personality factors. Descriptors rely on a person’s self-understanding. In cases where self-assessment is incorrect, the results will include important information memories of events that are related to the different emotions individual from optimistic to pessimistic, encouraging consideration of different views of the same situation. Level 3: Emotion understanding and analysis: using knowledge emotional and intellectual development.

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<th>Level 4: Reflexive emotion regulation in promotion of emotional and intellectual development</th>
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<td>capacity for openness for</td>
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<td>feelings - for those pleasant</td>
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Level 3: Emotion understanding and analysis: using knowledge emotional

Table 1. The revised model of emotional intelligence, (Mayer and Salovey, 1997)

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<th>Level 1: Perception, assessment and expression of emotions</th>
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<td>ability to observe</td>
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<td>emotion in someone</td>
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**Ways of emotional intelligence measuring**

Models of emotional intelligence as a construct are assumed multiple skills that need to find ways and methods to assess. Authors Mayer and Salovey have set the criteria based on which EI can be properly measured and assessed. Emotional intelligence research conducted in three ways: respondents’ self-assessments, assessments of other people and direct assessment of capability. The scales are designed for self-assessment so that they are used to assess an individual’s beliefs and perceptions of competence in specific areas. Not proved to be particularly useful in the assessment of emotional intelligence and they also had poor reliability. Davies and colleagues in their research they found that emotional intelligence as measured by self-assessment scales for patients can not be distinguished from personality traits, since the results obtained on these scales highly correlated with personality factors. Descriptors rely on a person’s self-understanding. In cases where self-assessment is incorrect, the results will include important information relating to the person’s self-perception, and not on the actual level of EI. Studies indicated the presence of a weak association between self-perceived and actual measures of ability. A meta-analysis that included 55 studies (Mabe and West 1982). Received from 0.34 correlation between self-reports and objective intelligence test scores of intelligence. Estimates of others are rarely used to measure emotional intelligence. This approach has a number of drawbacks. The first is the lack of assessment of other people's behavior significantly depends on the perception of the observer. If the appraiser has a low level of emotional intelligence, then his answer will not be valid and he would not know a good estimate another person's emotional intelligence. Valuer, in principle, operate with a very small amount of information that excludes real thoughts and feelings of others. The estimates of appraisers can affect some properties evaluated persons who are not related to emotional intelligence. For example attractiveness assessed person, her beauty, age and communication, etc. Even the authors believe that the concept of assessing other people do not have their place in the scientific methodology of measuring the emotional intelligence. Such attempts only provide interesting information about how others see us and experience our skills. Immediately assessing emotional intelligence is done using psychological instruments that directly measure abilities. The answers given are evaluated in relation to the criteria. Such an instrument constructed by the authors of the concept of emotional intelligence and operational is Multi-Factor Emotional Intelligence Scale (Meis, Mayer, Caruso and Salovey, 1999). After that they developed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT, Mayer, Caruso and Salovey, 2000). MSCEIT-In in the subjects are asked to: identify emotion in facial expressions and images generated by the mood and resolve specific problems in the mood, define the causes of different emotions and understand the progression of emotions and to determine how
best to engage the emotions in mind in situations that relate to themselves or to others. There are difficulties in determining accurate and inaccurate responses in these tests. The scoring of answers can be determined by different criteria by consensus, according to which criteria the correct answer is the one that is chosen by the majority of respondents. Appropriateness of using this criterion is based on the evolutionary and cultural findings that confirm the consistency of information that signal emotions (Bar-On, 1997; Mayer, Caruso and Salovey, 1999). This criterion may affect distorted cultural beliefs, such scoring can indicate the degree of agreement with cultural or gender stereotypes. Expert opinion (expert thinking) is a judgment on the accuracy of the responses made by experts who deal with emotions (psychiatrists and psychologists) making the use of professional experience. Correct answer is chosen by the expert.

However, researchers agree that assessments of experts are not necessarily more reliable indicator of the correct answer from a consensus group (Legree, 1995, according to Roberts, Zeidner and Matthew, 2001). Criterion may be thinking the target person (target scoring). In this case, the correct answer is determined by a person who is involved in an emotional activity (writing songs, playing or painting), and the appraiser evaluates the other person feels. It is believed that the person has more information than what's available outside observer (Bar-On, 1997; Mayer, Caruso and Salovey, 1999, 2000, Mayer and Geher, 1996, according to Roberts, Zeidner and Matthew, 2001). This method of determining the correct answer is poorly represented in research, probably because it is only suitable for the tasks of identifying emotions, and not to assess higher levels of emotional intelligence. Credible standard for evaluating response largely depends on the nature of the test particle emotional intelligence. As with the cognitive ability of particles, it can be related to different levels of abstraction. Emotional intelligence can be estimated through the processes of a lower order, which include sensation and perception. Examples of this are the detection of the presence of emotion on his face presented tachistoscopically or deciding whether two words have the same or similar valence. Meanwhile particle test of emotional intelligence can be related to higher order thinking processes, such as the choice of solutions when confronted with stressful statement. Core competencies can be most objectively assessed. In this process, expert opinion seems to be appropriate and there is no room for consensus. However, the scoring of particles which test the ability to manage emotions is much more complex, because certain emotional reactions can be assessed only by personal and social standards. Mayer and colleagues agreed that determining the correct answer by using the expert opinions and consensus overlap to some degree. Consensus has proven to be more reliable because such a criterion in the final solutions produced better factor structure, so it should be more frequently used (Mayer et al., 2003).

**Emotional intelligence and different indicators of child and adolescent adaptation**

It is assumed that a high level of emotional intelligence is associated with success in the important aspects of life such as education, work and relationships with people. Evidence shows that people who have a highly developed emotional skills and know well and manage their own feelings well and reread and effectively respond to the feelings of others, have the advantage in all areas of life and work. The results of research into the connection between the perception of emotions from nonverbal content with different criteria in more than seven thousand people in the United States and eighteen other countries have shown an advantage in the ability to sense from reading nonverbal cues given to people with better emotional harmony, greater popularity, greater openness and greater sensitivity. Respondents who have achieved better results were better students while they, on average, IQ was higher than the quotient in children who were less successful in reading the nonverbal messages. Those who have misconstrued emotional signs in schools, reaching results that are worse compared to the potential shown in tests of IQ (Goleman, 1997). Young people who've had trouble with the law are usually not acquired the skills of perception of emotions (McCown, Johnson, & Austin, 1986, according to Mayer, Salovey and Di Paolo, 1990). It has been shown that children who stated emphatically aggressive behavior have more difficulty in recognizing and managing their emotions. Among children of school age, a higher level of extreme symptoms was associated with reduced ability to find examples of past emotional experiences with suitable examples of feeling (Cook, Greenberg and Kusch, 1994, according to Bohnert, Crtiè and Lim, 2003). Emotionally stable children showed that they know how to handle their actions, thoughts and feelings in a customized and flexible manner and in different contexts have demonstrated efficacy, self-confidence and a sense of connection with others and were better accepted by peers (Salovey and Slyter, 1999).

**Sociometrical status**

Social status indicates that a group accepts a person and how the person is socially adapted in group. Social adaptedness, among other things, sets and different sociometric procedures. Such techniques include sociometric test as a tool for the study of family, work and school groups. Sociometric test allows to determine the acceptability of an individual in the group. The advantage of this test in front of psychometric tests is that the artificial situation replaces natural situations that occur in everyday life. Sociometric method was developed by JL Moreno 1934th year. According to him, sociometry has several functions: 1) Sociometry is a research technique that is used to study the organization of the group or groups; 2) second Sociometry is a diagnostic procedure to determine the position of the individual to the group and the position of the group in the
community, and 3) Sociometry includes psychotherapeutic technique that helps an individual or group in a better adaptation. In the simplest form of sociometric questionnaire contains questions to each group member to indicate, among other members of the group with whom they would like to participate in an activity or those with whom they would not. Activities to participate in examining the relationship of acceptance or rejection call sociometric criteria. The sociometric test can be used one or more criteria. The criteria must be logical and must relate to the activities relevant to the individual. Testing is conducted in small group and the condition for the application of the tests that the participants know each other and that they spent some time together. It is desirable that testing be anonymous. Sociometric status of individuals in a group can be determined using three types of information. These are positive dialing, dialing, negative and neutral voices. There are different sociometric procedures such as, for example: 1) Technique appointments - where the individual seeks to appoint a number of members of the group who he really likes or dislikes. Dial number can be limited (eg, 3 or 5 possible dialing) or unlimited, 2) Second Ranking technique - the individual is asked to by a criteria in addition to all the group members. 3rd Technique comparisons in pairs - the individual is present names of two members of the group and he must choose the person with whom he is like. After evaluation of all possible pairs we get a result that shows how much an individual like every member of the group. Data obtained by sociometric testing are summarized quantitatively (sociometric matrices, and group and individual indices) and graphic (sociogram). In the case of larger groups sociogram is immense, and it is not used. Sociometric questionnaire is highly adaptable to different groups and is used in various fields of human activity in industry, schools, dormitories, military units and of course sport. Applies everywhere where some collective or group incurred or would be formed within a broader, but created, collective. In a study in which the sociometric questionnaire was used as a criterion to adapt children's early adolescence, or as a measure of acceptance in the peer group results suggest the following conclusions. If it is assumed that the emotional intelligence necessary to develop different emotional and social skills that ensure higher sociometric status in their peer group or to individuals who have developed emotional intelligence have a greater capacity to develop social skills, it can be expected that the level of skills emotional intelligence to explain the variance in sociometric status of the subjects.

School success and emotional intelligence

Exploring the determinants of academic achievement is the most intelligent students questioned, but it was determined that it explains only part of the variance in the search for other factors that could affect the success of children in school, exploring the social factors such as family background and socio-economic status, personality factors and motivational factors. Cattel, Sealy and Sweny (1966) have investigated the correlation between scholastic success to factors of personality and motivation, and found that of the total variance in school achievement tests of intelligence explain between 21 - 23%, 23-27% motivational qualities and personality traits 27 -36%. In recent years, the idea occurred to at least some success in the field of educational and professional success could explain emotional intelligence. Even more Kahneinan (1973) argued that how a person is able to keep under control the other, for the background and irrelevant thoughts and events affecting success in performing basic activities (Takšić, 1998). Goleman also describes the importance of managing emotions for success in school and said: "The extent to which emotional upset can affect the mental life of teachers are nothing new. Students who are anxious, angry or depressed do not learn; persons who are engaged in these states do not receive information in an efficient way or treat them worse. Strong negative emotions shift attention to their own preoccupations, hampering attempts to focus on something else" (Goleman, 1995). Logic model of Mayer and Salovey is based on the assumption that emotional intelligence could have positive effects on school performance was based mainly on the part of the model that discussion of how emotions facilitators opinion (level B). Takšić in his study came to the conclusion that the variables of emotional intelligence significantly contribute to further explain school success. The variables of emotional intelligence have increased by 13.5% percentage of variance explained by school performance general intelligence (Takšić, 1998). Generally speaking, the personality factor explains only a small part of the life story, so that the contribution of emotional intelligence of 10% in clarifying this could be considered a very large (Salovey and Syluiter, 1999).

Sport success and emotional intelligence

Words "training", "physical education classes and procedures", are synonyms from the standpoint of kinesiological transformations. Changes occurring under the action of the operator kinesiology (exercise) and is always a complete personality change so that in real cases it is not possible to study the isolated structure. And if the training and education process is the transformation goal (to achieve functional efficiency), the only issue is the question of differences in which the field is achieved functional efficiency. Man as an integral being always works the same way, by developing a whole. In practice there is no difference between the process of training and learning process, or if there are, they are only and always of a technical nature. Success in each sport activities depends on a number of different and interrelated factors such as the morphology and structure, practical qualities, intellectual and emotional characteristics, motivational structure, physiological functional characteristics, technical and tactical knowledge, theoretical knowledge, and more. Equation
specification few sporting disciplines is a mathematical expression that combines all the factors that are relevant to the success of her with that is included by mistake. The logic of the mathematical model should always reflect the reality and logic of a mathematical model of action should fully embrace complexity of given sporting discipline. Appreciation direct correlation between psychological factors and sporting success, has led to the psychological findings are treated as an inseparable part of the equation specification sports activities, and total specific athletic preparation. In psychological work with athletes were investigated psychological dimensions relevant to the integral development and functioning of personality, and that in the teaching field can significantly affect. Until recently, psychologists have explored the area standard of intellect (cognition), the area of emotions (connate factors) and motifs, and relatively few have dealt with the evaluation of the structure and dynamics of sports groups which otherwise belongs to the field of sociology (Lozovina, M. et al. (2011) and Lozovina et al., (2012). Emotional intelligence athletes and micro dynamics of the social environment, and sociometric status of athletes, especially in team sports have not been systematically studied to date, and clearly that is of great importance to the success of any sports discipline. For these reasons, this text is intended primarily for psychologists and kinesiologists who work in the sport. Psychologists with the effort made to encourage the construction of good measuring instruments for measuring emotional intelligence athletes and efficient use of sociogram method and kinesiologists to cooperate with psychologists in the most efficient way to take advantage of the results obtained.

References


EMOCIONALNA INTELIGENCIJA I ODREĐIVANJE SOCIOMETRIJSKOG STATUSA U SPORTU

Sažetak
Emocionalna inteligencija (EI) novi je predmet istraživanja u području psihologijskih znanosti. Kao pojam i koncept pojavljuje se devedesetih godina. Salovey i Mayer definiraju kao skup sposobnosti koje pridonose boljoj i točnijoj procjeni i izražavanju svojih emocija, procjeni tuđih emocija i upotrebi osjećaja u motiviranju i planiranju akcija u dosezanju ciljeva u životu. Roberts, Zeidner i Matthews EI definiraju kao tip inteligencije koji uključuje sposobnost procesiranja emocionalnih informacija gdje emocije predstavljaju organizirani mentalni odgovor na aktualne događaje koji uključuju psihološke, iskustvene i kognitivne funkcije. Kako se mijenja odnos neke osobe prema drugoj ili objektu, mijenjaju se i emocije prema toj osobi ili objektu, nezavisno dali su ti odnosi stvarni, pohranjeni u sjećanjima ili zamišljeni. Prema Mayeru EI predstavlja sposobnost prepoznavanja značenja emocija i njihovih veza, dakle korištenja emocija kao temelja za razumijevanje i rješavanje problema što uključuje kognitivne procese što znači da korištenje emocija može efikasno poslužiti i za poboljšanje kognitivnih aktivnosti. Postoje različite konceptualizacije EI. Jedne uključuju čitav raspon adaptivnih karakteristika povezanih sa emocijama, druge naglasak stavljaju na kognitivne elemente, a treće EI konceptualiziraju kao sposobnosti i crte ličnosti. Potrebna je suptilna analiza kako bi se utvrdilo što jest, a što nije dio EI. Koncepti EI naslanjuju se na jedan od dvaju načina gledanja na relacije između emocija i logičkog mišljenja u psihologiji. Ono što je posebno važno jest da uvažavanje neposredne povezanosti između psiholoških faktora i sportske uspješnosti, omogućilo je da se psihološka saznanja tretiraju kao nerazdvojni dio jednačine specifikacije sportske aktivnosti. U radu sa sportašima i ranije su ispitivane psihološke dimenzije relevantne za uspjeh u sportu kao i one koje su od značaja za integralni razvoj i funkcioniranje ličnosti. EI sportaša kao i dinamika mikro socijalne sredine, posebno u kolektivnim sportovima, nisu sustavno istraživani do danas iako su od izuzetnog značaja za uspjeh u svakoj sportskoj aktivnosti. Ovaj tekst iz tih razloga, prvenstveno je namijenjen psihologima i kineziologima koji rade u sportu. Psiholozima sa nakanom da ih potakne na konstrukciju dobrih mnernih instrumentata za mjerenje EI sportaša i usmjeri na efikasno korištenje sociogram metode, a kineziologima da u suradnji s psihologima na što efikasniji način iskoriste dobivene rezultate.

Ključne riječi: Emocionalna inteligencija, model, sociometrija, sport, trening

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