Emotional Intelligence, Anxiety, and Performance Satisfaction in Malaysian State Netball Players

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Abstract
This study aims to investigate the influence of emotional intelligence and anxiety, on performance satisfaction among state netball players. The study adopted a quantitative research design and a convenient sample of state-level female netball players (N = 60, mean age = 15.43, SD = 1.55) from one of the states in Malaysia, participated in this study. Respondent completed a pencil-and-paper version of the Emotional Intelligence Scale (EIS), Competitive State Anxiety Inventory-2 (CSAI-2), and Athlete's Subjective Performance Scale (ASPS). The Statistical Package for Social Sciences (SPSS) software program (Version 26) Pearson Correlation, and Linear Regression. T-test analysis showed there is a significant difference between age under 15 and age under 18 netball player emotional intelligence (p<.05) but not for anxiety. Pearson Correlation analysis showed anxiety (r= -0.745, p=0.001) and emotional intelligence (r=0.742, p=0.001) have a significant relationship with performance satisfaction. Linear Regression analysis identified Anxiety (β= .44; p<.01) and Emotional Intelligence (β= .43; p<.05) are significant factors in performance satisfaction and reported that overall, both predictor variables accounted for 64.3 percent (r=.97) of the change in variance in performance satisfaction [F (2,57) =51.35, p<0.05]. This study has limitations, including methodological diversity and sample-specific findings. Future research should focus on intervention studies, neuroscientific approaches, team dynamics, and the influence of coaching. The research findings have practical implications for athletes, coaches, and sports organizations. Strategies to enhance emotional intelligence and manage anxiety can lead to improved performance and overall satisfaction with one's sporting experiences.
Keywords: Malaysia, Emotional Intelligence, Anxiety, Performance Satisfaction, Netball

Introduction
Numerous research has been dedicated to investigating the development of athlete psychology as a discipline (Mahoney et al., 2014). In the realm of sports, it is often argued that the achievement of exceptional athletic performance by an individual is not just

contingent upon their skill level and physical condition. The significance of mental aspects in attaining optimum happiness in sports performance is equally significant. Sports players need robust mental fortitude when confronted with obstacles and must possess the capacity to regulate their emotions and conduct to attain superior athletic accomplishments. The area of sports psychology has conducted research on motivational processes and mental factors, such as anxiety and mental fitness, to get a deeper understanding of their impact on sports performance.

Intelligence may be defined as the capacity to effectively perceive and comprehend both one's own and others' emotions, accurately differentiate between them, and then use this knowledge to shape cognitive processes and behavioural responses (Salovey & Meyer, 1990). In the realm of sports, cognitive intelligence encompasses the capacity to sustain concentration, regulate stress levels, and exhibit astute judgment in the face of demanding circumstances. In their study, Lane et al., (2009) discovered a positive correlation between mental intelligence, characterised by attributes such as tranquillity, cheerfulness, excitement, and high levels of performance. Conversely, they saw a negative relationship between emotions such as weariness, bewilderment, and sadness, and performance that fell below desirable levels. Emotional intelligence refers to an individual's ability to identify and manage both their own emotions and the emotions of others in various contexts and interpersonal dynamics (Goleman, 1998; Mayer et al., 2000). The dimensions of Emotional Intelligence include several aspects such as self-awareness, self-regulation, motivation, social awareness, and social skills, which are evident in a wide range of both sporting and non-sporting contexts (Goleman, 1998). An increasing amount of empirical evidence indicates that cognitive intelligence plays a pivotal role in the realm of sports performance (Laborde et al., 2014).

Anxiety is a significant facet within the realm of sports psychology. Anxiety is a psychological and emotional condition characterised by negative affect, whereby an individual has an overwhelming response due to an unidentified dread of an event. This reaction is marked by a preoccupation with restlessness and worry, which dominate the individual's cognitive processes. According to Piccolo et al., (2017), sports-related anxiety, fear, or concern is a psychological state experienced by individuals during their participation in athletic endeavours. Excessive anxiety has the potential to impede attention and concentration, hence exerting a detrimental impact on the performance of athletes. According to Cheng et al., (2009), anxiety is a prevalent phenomenon in the realm of sports and is inherently interconnected with athletic performance. The performance of athletes may be influenced by varying degrees of anxiety experienced prior to, during, and after competition. According to the study conducted by Boroujeni et al., (2012). Hence, it is important for athletes to direct their attention to the tasks they are engaged in while prioritising the development of their abilities, emotional states, and desired objectives. According to Love et al., (2018), it is important for athletes to cultivate the ability to exercise self-control and foster self-confidence to effectively detach themselves from the external constraints they encounter.

The pleasure of athletes with their team, including aspects such as team performance, teamwork contribution, team social contribution, and team integration, is referred to as individual contentment with team behaviour (Caliskan et al., 2016). Team conduct is the term used to describe the combined behaviours and interactions of a group of individuals working together as a team. According to Jones (2006), a team is defined as a collective of two or more individuals collaborating in pursuit of a shared objective. In order to achieve shared

objectives, teams require collaboration and a collective feeling of affiliation (Turman, 2008). The establishment of a feeling of belonging within a team is of utmost importance for athletes, as it has been shown to significantly contribute to their overall happiness and motivation levels. Turman (2008) asserts that the level of acceptance of individual athletes within a group plays a crucial role in determining their performance. The assessment evaluates the individual contributions made by each team member towards the successful completion of the job. The connection between individual enjoyment and motivation is inseparable. According to Joesaar et al., (2011), those who experience satisfaction with their team are more inclined to exhibit higher levels of motivation. Motivation in individuals is often influenced by the presence of feelings associated with autonomy, competence, and relatedness.

Netball has gained significant popularity as a women's sport on a global scale, boasting a participation rate of 20 million individuals across 80 countries. Moreover, the International Netball Federation (INF) has established affiliations with 70 National Netball Associations spanning Africa, Asia, America, Europe, and Oceania (International Netball Federation, 2023). Netball may be described as a court-based team sport that is dynamic in nature, including high-intensity and intermittent physical activity (Mclean et al., 2019). The game consists of four quarters, each lasting 15 minutes, resulting in a total playing duration of 60 minutes. There are pauses of 4 minutes between the first and second quarters, as well as between the third and fourth quarters. Additionally, there is a half-time break lasting between 8 and 12 minutes, which occurs between the second and third quarters. This structure is often seen in professional leagues, as noted by Graham et al., (2020) and Brooks et al., (2020). According to Thomas et al., (2019), the game of netball adheres to a conventional structure consisting of seven distinct positions: goal shooter (GS), goal attack (GA), wing attack (WA), centre (C), wing defence (WD), goal defence (GD), and goalkeeper (GK). These positions are played on a court of 15.25 × 30.50 m, which is split into thirds.

In the last three decades, there has been a significant expansion in the field of applied sports science and medicine pertaining to team sports. Notably, there has been a notable surge in research focused on netball, which may be attributed to the sport's professionalisation, increased popularity, and advancements in technology. Netball encompasses distinct physical attributes, such as agility manoeuvres, jumping, and landing (Fox et al., 2014). Additionally, it involves technical skills such as guarding, passing, and shooting (Hetherington et al., 2009), as well as tactical elements like set-plays (Bruce et al., 2009). Consequently, the unique demands of netball necessitate the application of evidence-based support from the fields of sports science and medical provision.
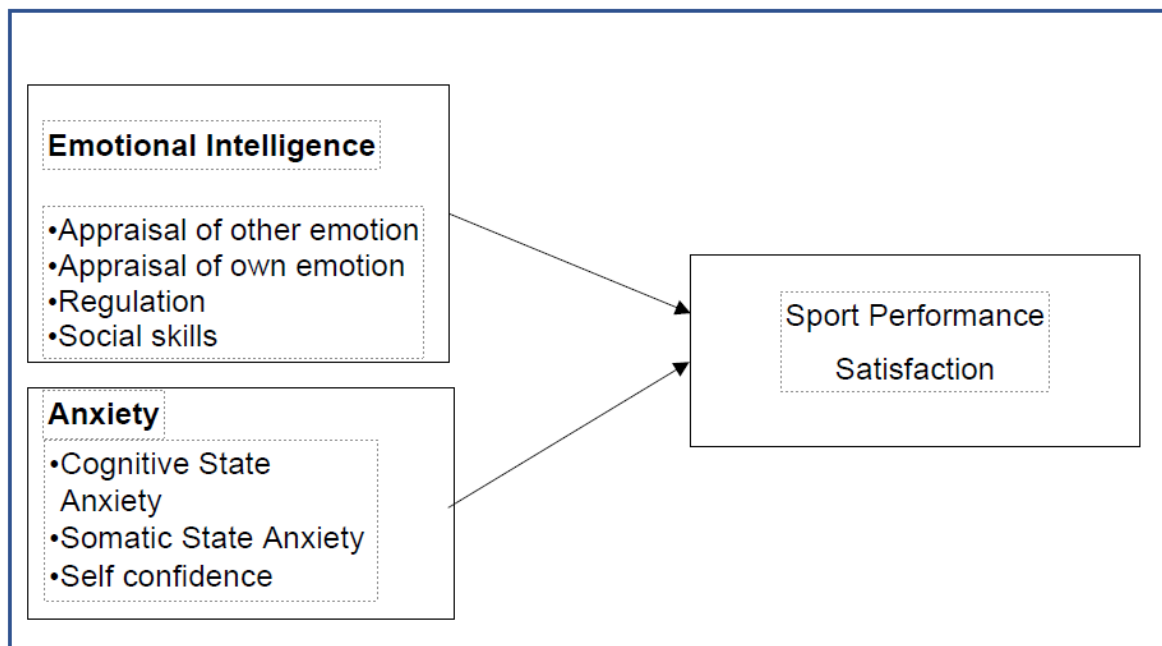
Figure 1: *Conceptual Framework*

This study aims to investigate the influence of emotional intelligence and anxiety, on performance satisfaction among state netball players. Based on the conceptual framework above, the hypothesis can be drawn as follows

H_{o1} There will be no significant differences between age and emotional intelligence among state netball players.

H_{o2} There will be no significant differences between age categories and anxiety among state
        netball players.

H_{o3} There will be no significant relationship between emotional intelligence and performance satisfaction in state netball players.

H_{o4} There will be no significant relationship between anxiety and performance satisfaction in state netball players.

H_{o5} Emotional intelligence has no significant effect on performance satisfaction in state netball players.

H_{o6} Anxiety has no significant effect on performance satisfaction in state netball players.

Methodology

The study adopted a quantitative research design with emotional intelligence and anxiety treated as the independent variables and performance satisfaction as the dependent variables. A convenient sample of state-level female netball players (N = 60, mean age = 15.43, SD = 1.55) from one of the states in Malaysia, participated in this study. The competitive netball experience of these players varied between 3 and 6 years.

The managers, coaches, and players of the respective teams were informed about the nature of the study while all potential risks and associated benefits were explained. During an information session, players were requested to provide written informed consent before they were allowed to participate in the study. Furthermore, players completed a pencil-and-paper version of the Emotional Intelligence Scale (EIS) (Schutte et al., 1998) and the Competitive

State Anxiety Inventory-2 (CSAI-2) (Martens et al., 1990) and Athlete's Subjective Performance Scale (ASPS) (Nahum et al., 2016) which took approximately 30 minutes. The assessments took place in a quiet, comfortable room while the privacy of all the players was ensured.

The Emotional Intelligence Scale (Schutte et al., 1998) is a measurement tool comprising 33 items. It aims to evaluate Emotional Intelligence through self-report responses that explore the assessment and expression of emotions in oneself and others across various dimensions. These dimensions include the perception of emotion, the management of one's own emotions, the management of others' emotions, and the utilisation of emotions. The subscales in question, as outlined by Ciarrochi et al., (2001), consist of the following components. The items listed pertain to many aspects of emotion, including the perception of emotion, managing one's own emotions, managing others' emotions, and utilisation of emotion.

The specific items associated with each category are as follows: Perception of Emotion: things 5, 9, 15, 18, 19, 22, 25, 29, 32, 33. Managing Own Emotions: items 2, 3, 10, 12, 14, 21, 23, 28, 31. Managing Others' Emotions: items 1, 4, 11, 13, 16, 24, 26, 30. Utilization of Emotion: items 6, 7, 8, 17, 20, 27. All 33 elements are included inside one of the four subscales. The participants are required to express their level of agreement with each of the 33 assertions by using a 5-point Likert-type scale, which spans from 1 (representing severe disagreement) to 5 (representing strong agreement). According to Venter (2003), a greater score indicates a heightened degree of Emotional Intelligence. Schutte et al., (1998) reported a Cronbach alpha coefficient of 0.90 for the 33-item scale as an overall measure of internal consistency. Additionally, the mean alpha coefficient across different samples was found to be 0.87.

The CSAI-2, developed by Martens et al., (1990), is a self-report measure consisting of 27 questions. These items are divided into three subscales, each including nine items. The subscales are Cognitive Anxiety, Somatic Anxiety, and Self-confidence. The evaluation of each item is conducted using a Likert-type scale with four points, ranging from 1 (indicating a lack of presence) to 4 (indicating a high degree of presence). The scoring of subscales is additive, with the exception of one item related to somatic anxiety that is scored in reverse. This results in subscale totals that range from 9 to 36, where a score of 9 represents low anxiety/confidence and a score of 36 represents high anxiety/confidence. Martens et al., (1990) reported the reliability coefficients for the Cognitive Anxiety, Somatic Anxiety, and Self-Confidence subscales of the Competitive State Anxiety Inventory-2 (CSAI-2) as 0.81, 0.82, and 0.88, respectively. In this research, anxiety has been operationalized using just the items pertaining to Cognitive Anxiety and Somatic Anxiety.

Nahum et al. (2016) developed the Athlete's Subjective Performance Scale (ASPS). The measure comprises a set of six inquiries pertaining to athletes' self-assessments of their achievements in team-based athletic endeavours. In a sample of professional female athletes in Israeli leagues, the questionnaire has shown satisfactory reliability with a coefficient of .90. The researchers, Pensgaard and Duda (2003), first developed a one-item scale, which was then supplemented with a larger scale by Nicholls et al., (2012) for their study with a substantial sample of athletes. The development of the ASPS included the identification and prioritisation of key performance components. Two of its components pertain to overall

performance, collective contribution, and individual aptitude. The identification of these objects was facilitated by the involvement of a former coach of the Israeli national basketball team. The concept of general performance encompasses a series of inquiries designed to prompt athletes to reflect on their own performance and speculate about the perception of their instructor. The concept of personal capacity encompasses inquiries into one's performance under challenging circumstances, constituting a crucial component of sports achievement.

The data analysis was conducted using the Statistical Package for Social Sciences (SPSS) software programme, namely Version 26. Before doing formal analysis, the data underwent a normality check, which confirmed that it adhered to the assumption of a normal distribution. The data was analysed using descriptive statistics, including measures such as minimum, maximum, means, and standard deviations. Prior to this analysis, the reliability of the measures used was assessed using Cronbach's alpha coefficient. The Pearson's product-moment correlation coefficient was used to evaluate the association between the variables. The study included the computation of correlation coefficients to examine the relationship between the variables.

The resulting effect sizes were then evaluated using the criteria proposed by Pallant (2007), where values of r greater than or equal to 0.10 were considered small, values greater than or equal to 0.30 were considered medium, and values more than or equal to 0.50 were considered big. The use of linear regression analysis was employed in order to forecast an athlete's level of satisfaction with their performance, taking into consideration their scores on measures of anxiety and emotional intelligence. In the present scenario, the variable of interest that would be measured as an outcome is performance satisfaction, which serves as the dependent variable. Conversely, the variables of anxiety and emotional intelligence scores are considered independent variables, since they are hypothesised to have an influence on the dependent variable. This study may aid in identifying the elements that have a substantial influence on satisfaction with performance.

Results
Table 1 presents the results of the calculation of the Cronbach Alpha internal consistency coefficient for the constructs of Emotional Intelligence, anxiety, and performance satisfaction. The obtained values were $\alpha = 0.919$ for Emotional Intelligence, $\alpha = 0.962$ for anxiety, and $\alpha = 0.769$ for performance satisfaction. These values indicate that the internal consistency of Emotional Intelligence and anxiety is excellent, while the internal consistency of performance satisfaction is deemed acceptable. There is a positive right-skewness seen in the variables of Emotional Intelligence, anxiety, and performance satisfaction. In the present study, it was observed that the kurtosis values for Emotional Intelligence, anxiety, and performance satisfaction were determined to be 1.787, suggesting that the distribution of these variables followed a normal distribution pattern.

Table 1
Reliability and Normality of the Variable

Variable	α	Skewness	Kurtosis
Emotional Intelligence	0.919	.324	-.693
Anxiety	0.962	1.285	1.787
Performance Satisfaction	0.769	.78	-.693

Table 2 reveals that in general, the average level of anxiety, and emotional intelligence in ages under 18 netball players is greater than that of those aged under 15 athletes. Furthermore, it is noteworthy to highlight that there exists a substantial difference in emotional intelligence among netball players who are under the age of 15 and those who are under the age of 18. However, this discrepancy is not seen when considering anxiety levels.

Table 2
Compare the mean of variables in the age category

Variable	Category	N	x̄	σ	t	df	Sig.
Anxiety	U15	35	30.6000	11.19401	-1.881	58	.065
	U18	25	36.5600	13.27617			
Emotional	U15	35	119.2000	12.61605	-2.935	58	.005*
Intelligence	U18	25	129.5600	14.62042			

*p<0.05

To assess the presence of a statistically significant association between anxiety and performance satisfaction, a Pearson correlation coefficient (r) was computed. According to the findings shown in Table 3, it was seen that a statistically significant negative correlation existed between the two variables (r = -0.745, p = 0.001), indicating a strong association. The data suggests a negative correlation between anxiety ratings and performance satisfaction scores, indicating that as anxiety levels grew, contentment with performance declined. In the present study, it was shown that there exists a robust and statistically significant positive relationship (r = 0.742, p = 0.001) between emotional intelligence and performance satisfaction. The data suggests a positive correlation between emotional intelligence scores and performance satisfaction ratings, indicating that higher emotional intelligence scores are associated with higher levels of performance satisfaction.

Table 3
Correlation

		Performance Satisfaction
Anxiety	Pearson Correlation	-.745**
	Sig. (2-tailed)	.000
	N	60
Emotional Intelligent	Pearson Correlation	.742**
	Sig. (2-tailed)	.000
	N	60

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the data analysis in Table 4 show that both variables namely anxiety (β= .44; p<.01) and Emotional Intelligence (β= .43; p<.05) are significant factors in the performance satisfaction of netball players. The null hypothesis was rejected and reported that overall both predictor variables accounted for 64.3 percent (r=.97) of the change in variance in netball players' performance satisfaction [$F_{(2,57)}$=51.35, p<0.05]. The results of the analysis showed significantly that anxiety (β= .75; p<.05) itself contributed as much as 56 percent (r=75) of the variance change in netball players' performance satisfaction [$F_{(1,58)}$=72.36, p<0.05]. Emotional Intelligence, on the other hand, contributed the remaining 8.3 percent of variance change in netball players' performance satisfaction. Based on the results of the multiple regression analysis above, anxiety and emotional intelligence are factors in the performance satisfaction of state netball players.

Table 4
Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.745a	.555	.547	4.75782
2	.802b	.643	.631	4.29875

a. Predictors: (Constant), anxiety
b. Predictors: (Constant), anxiety, emotional intelligence
c. Dependent Variable: performance satisfaction

Discussion

H_{o1} *There will be no significant differences between age categories in state netball players' emotional intelligence.*

There is a significant difference between ages under 15 and age under 18 in state netball players' emotional intelligence thus this hypothesis was rejected. This finding is supported by the study conducted by Acebes-Sánchez et al., (2019) used an unadjusted linear regression model to examine the relationship between age and emotional clarity as well as emotional restoration. According to Pulido Acosta et al., (2020), there is a gradual rise in emotional intelligence levels as individuals age. The variations in emotional intelligence seen among netball players across various age groups may be ascribed to a multitude of reasons. The concept of emotional intelligence pertains to the capacity to identify, comprehend, regulate, and proficiently use emotions, including both own emotions and those of others. This aptitude has the potential to grow and progress throughout an individual's lifespan. There are many factors that contribute to variations in emotional intelligence among sports athletes across various age cohorts.

To begin with, it is often observed that elder sports players tend to possess a greater wealth of life experiences, including both their athletic endeavours and personal trajectories. Frequently, these situations give prospects for acquiring knowledge, fostering individual maturation, and cultivating emotional advancement. The effective management of achievements and setbacks, physical ailments, and interpersonal connections may together enhance one's emotional intelligence. The growing emphasis on emotional intelligence within sports training has the potential to facilitate the early development of these abilities among young athletes. The proper management of emotions under high-pressure circumstances is crucial in the realm of athletics. Experienced athletes of advanced age may possess a

heightened ability to navigate the challenges associated with competitive environments, hence exhibiting superior emotional regulation in high-stakes situations.

Furthermore, it is worth noting that several sports teams and organisations have begun to place a greater emphasis on the implementation of emotional intelligence training for their players, a practise that may not have been prevalent in previous times. The heightened emphasis on emotional intelligence within sports training has the potential to facilitate the early development of these aptitudes among younger athletes. As people go through the aging process, they often acquire an enhanced comprehension of their own emotional states and develop strategies to effectively manage and navigate them. The heightened sense of self-awareness has the potential to result in enhanced emotional intelligence. It is plausible that athletes in their younger years may still be in the process of developing and refining their self-awareness abilities.

H_{o2} *There will be no significant differences between age categories in state netball players' anxiety.*

There is no significant difference between age under 15 and age under 18 state netball players' anxiety thus this hypothesis failed to be rejected. Unfortunately, this finding is not supported by Marín-González et al., (2020) study that showed younger athletes had higher cognitive and somatic anxiety. The influence of age on the perception and manifestation of threats is a significant factor to consider. Research has shown that women tend to exhibit greater degrees of discomfort compared to males when faced with stressful circumstances (Verma et al., 2011). Age might potentially serve as an additional risk factor, given the body of research indicating that older individuals exhibit a greater vulnerability to stressful stimuli compared to their younger counterparts (Folkman et al., 1987). According to Hut et al., (2021), the results of linear regression analyses indicated a significant relationship between age and both decreases in sport anxiety and gains in dispositional mindful acceptance.

The sport of netball exhibits some traits that could contribute to the maintenance of stable anxiety levels throughout various age groups. Netball is a team-oriented sport characterised by organised gameplay that often prohibits physical contact between players. Some individuals may regard it as being less physically demanding or hostile in comparison to some other sports. This phenomenon has the potential to provide a pretty consistent state of worry across individuals of varying age groups. Furthermore, it is worth noting that individuals participating in netball, irrespective of their age, may exhibit comparable degrees of expertise and familiarity with the game. In contrast to individual sports, whereby the influence of age and experience on performance and anxiety might be more conspicuous (e.g., gymnastics, swimming), netball players across various age groups may find themselves competing at comparable skill levels and encountering analogous problems.

The use of effective coaching techniques and the provision of sports psychological assistance has been shown to be beneficial for athletes of all ages, aiding in the management of anxiety and facilitating optimal performance. Numerous netball teams and organisations are likely to provide comparable degrees of coaching and psychological assistance to players across various age cohorts. Undoubtedly, the experience of anxiety is subject to significant individual variation, independent of age. Certain younger players may exhibit inherently lower levels of

anxiety, whilst certain older players may manifest elevated levels of worry. The presence of individual variances has the potential to mask variations that are associated with age.

The team dynamics within the sport of netball may have a substantial influence on the levels of anxiety experienced by players. The presence of a supportive and cohesive team dynamic has been shown to facilitate good anxiety management among players, while a setting lacking in supportiveness may be associated with heightened levels of worry. Anxiety may also be impacted by extrinsic variables related to the sporting context. Individuals across various age groups may encounter both internal and external factors that contribute to their levels of anxiety, and it is important to note that these factors may not necessarily be influenced by age. Finally, it is worth noting that a considerable number of athletes, including those who participate in netball, undergo training in psychological abilities and coping methods with the aim of effectively managing anxiety and stress. The use of these abilities has shown efficacy in reducing anxiety levels, irrespective of the age of the athlete.

H_{03} *There will be no significant relationship between emotional intelligence and performance satisfaction in state netball players.*

This study showed a significant relationship between emotional intelligence and performance satisfaction in state netball players thus this hypothesis was rejected. The function of emotional readiness is of great importance in an athlete's decision-making, performance morale, and motivation, as it directly impacts their ability to excel in sports. According to Covassin and Pero (2004), According to the study conducted by Lane et al., (2009), there exists a correlation between certain emotions and performance outcomes. Specifically, emotions such as vigour, happiness, and tranquilly were shown to be positively connected with effective performance. Conversely, emotions such as bewilderment, despair, and exhaustion were found to be linked to bad performance. Kopp and Jekauc (2018) assert that emotions have a significant impact on several aspects of sports performance, including perception, cognition, neurophysiology, motivation, behaviour, motor expression, subjective experience, and decision-making. Consequently, emotions may either enhance or hinder an individual's performance in sports.

Athletes that possess elevated levels of emotional intelligence have a greater capacity for effectively managing and controlling their emotions. The effective management of tension, anxiety, and frustration during a netball match is of paramount importance. Athletes that possess high levels of emotional intelligence can regulate their emotional reactions and exhibit calm, so potentially enhancing their overall performance satisfaction. Netball is a collective athletic activity that necessitates the use of efficient communication and cooperation between its participants. The concept of emotional intelligence helps athletes in comprehending and effectively addressing the emotional states and requirements of their colleagues. This has the potential to improve team cohesiveness and increase overall satisfaction with team performance. Therefore, emotional intelligence provides athletes with the capacity to effectively recover from setbacks and defeats. In the context of netball, a sport characterised by intense competition and unpredictable outcomes, players who possess a high level of emotional intelligence are more inclined to see defeats as occasions for personal development rather than causes of disappointment. Consequently, this mindset contributes to a greater sense of fulfilment in terms of performance.

Netball often entails high-stress circumstances, particularly in significant contests. Athletes that possess emotional intelligence have enhanced proficiency in stress management, leading to improved performance outcomes and heightened overall satisfaction in their capacity to effectively cope with pressure. The augmentation of an athlete's intrinsic drive may be facilitated via the development of emotional intelligence. Netball players that possess a heightened level of emotional intelligence often demonstrate increased levels of self-motivation and a strong dedication to ongoing personal development. The presence of intrinsic motivation has the potential to result in heightened levels of personal satisfaction over one's own performance. In addition, emotional intelligence has a significant role in enhancing decision-making abilities in high-pressure situations. The likelihood of performance satisfaction among netball players is higher when they possess the ability to think clearly and make smart judgements throughout a competition.

H_{o4} *There will be a significant relationship between anxiety and performance satisfaction in state netball players*

This study showed a significant relationship between anxiety and performance satisfaction in state netball players thus this hypothesis was rejected. This finding is supported by Craft et al., (2003) who provided empirical evidence for the notion that the link between anxiety and performance in competitive sports is significant. Their findings indicated that athletes tend to perform optimally when their pre-competition anxiety levels fall inside or closely align with their individually determined ideal zone. Cognitive anxiety includes concerns over future results, assessments, prospective failures, and perceived deficiencies, while somatic anxiety is distinguished by physiological manifestations such as muscular tension, elevated heart rate, and perspiration. According to Gallucci (2008), it is widely recognised that cognitive worry has a particularly detrimental impact on competitive performance.

Moderate levels of anxiety might have a positive impact on performance. It has the potential to function as a source of motivation, enhance concentration, and prime the body for physical activity. Nevertheless, an excessive amount of anxiousness might potentially have a negative impact on one's performance. Hence, it is often seen that the optimal association between anxiety and performance satisfaction follows a curvilinear pattern characterised by an inverted U shape. Moderate degrees of anxiety have been shown to be positively associated with increased performance satisfaction. However, when anxiety levels exceed a certain threshold, there is a tendency for satisfaction to decline. In the realm of competitive sports such as netball, the presence of substantial performance pressure is a common occurrence, especially in high stakes matches at pivotal junctures. The afore mentioned pressure has the potential to result in increased levels of anxiety. Consequently, athletes who adeptly regulate their anxiety levels in high-pressure situations are more inclined to sustain a sense of contentment with their performance, as they can redirect their anxiety into heightened concentration and vigour.

Elevated levels of anxiety have the potential to induce cognitive interference, whereby an athlete's cognitive resources become preoccupied with apprehension and trepidation, thus diverting attention away from the task at hand. In instances of this kind, there is a tendency for performance to experience a decline, which may subsequently have a detrimental effect on overall satisfaction with performance. Anxiety may be intimately tied to self-confidence.

Athletes exhibiting diminished levels of self-confidence may encounter heightened levels of worry, compromising their overall happiness with their performance. On the other hand, athletes who possess elevated levels of self-confidence are more like to sustain a sense of contentment while experiencing feelings of anxiousness. Experienced netball players often use established coping mechanisms to successfully control anxiety. Individuals may see worry as a customary component of competitive situations and possess the ability to use it to enhance their performance. Despite feeling worried, individuals who use these coping methods may have more satisfaction with their performance.

Finally, it is worth noting that the level of pleasure derived from performance may be significantly impacted by the result or outcome of the game. Despite the presence of elevated anxiety levels throughout the competition, achieving victory has the potential to engender a considerable sense of happiness. On the contrary, the experience of a loss, even in the absence of worry, might lead to a decrease in overall happiness.

H_{05} *Emotional intelligence has no significant effect on performance satisfaction in state netball players.*

This study showed emotional intelligence has a significant effect on performance satisfaction in state netball players thus this hypothesis was rejected. While there exists a substantial body of research supporting the notion that emotions have an impact on sports performance, less attention has been given to investigating the specific correlation between emotional intelligence and sports performance. This study result is supported by Perlinni and Halverson (2006) who conducted a study investigating the impact of emotional intelligence on the athletic performance of players in the National Ice Hockey League (NHL) in the United States. The findings of the study indicated that emotional intelligence had a substantial role in accounting for the variability in the number of goals accomplished within the National Hockey League (NHL). Crombie, Lombard, and Noakes (2009) conducted a study examining the correlation between team emotional intelligence and sports performance in six cricket teams participating in the South African National League over two consecutive seasons. The findings of the study indicated a favourable correlation between team emotional intelligence (EI) and sports performance.

Athletes who possess a high level of emotional intelligence often have enhanced abilities in perceiving and managing their emotional states. Individuals have the capacity to successfully regulate worry, tension, and frustration, perhaps fostering a more favourable emotional state during a match. Athletes who possess emotional regulation skills are more inclined to attain pleasure with their performance, as they are not excessively burdened by adverse feelings. Emotional intelligence encompasses the capacity for self-awareness, which helps athletes comprehend their own strengths and flaws. The cultivation of self-awareness has the potential to enhance the process of goal setting and the establishment of performance expectations. Athletes who possess a comprehensive comprehension of their skills are more inclined to establish attainable objectives and experience gratification upon their accomplishment.

In addition to self-awareness and self-regulation, emotional intelligence comprises the capacity to comprehend and demonstrate empathy towards the feelings of others, including

teammates and coaches. In the context of a team sport such as netball, the possession of robust interpersonal skills has the potential to enhance communication effectiveness, foster collaboration, and promote a sense of unity among the team. Athletes are prone to experiencing higher levels of performance satisfaction when they cultivate strong connections and engage in successful cooperation, especially when confronted with adversities. Lastly, athletes who possess a high level of emotional intelligence often engage in a more objective evaluation of their performance. One may discern areas that need improvement without adopting an excessively critical or pessimistic stance. The act of engaging in a balanced self-assessment serves to enhance performance satisfaction among athletes, as it allows them to see their performance as an ongoing process of acquiring knowledge and skills.

H_{06} *Anxiety has no significant effect on performance satisfaction in state netball players.*

This study showed anxiety has a significant effect on performance satisfaction in state netball players thus this hypothesis was rejected. Research has shown that cognitive anxiety has a significant impact on an individual's performance. This assertion remains valid irrespective of the proficiency level of the person. The college softball tournament participants were assigned to one of two conditions: high situation criticality or low situation criticality. According to Krane et al. (1994), there was no significant difference in somatic anxiety between the two conditions. However, athletes in the high criticality condition exhibited considerably elevated levels of cognitive anxiety. The impact of an individual's cognitive interpretation on a given scenario is evident. It has been discovered by researchers that athletes who achieve success tend to view arousal as a facilitative factor. A study done by Jones et al. (1994) examined a select cohort of highly skilled swimmers and observed that those who saw their anxiety as debilitating had greater levels of anxiety intensity compared to those who viewed it as facilitative. The afore mentioned study suggests that anxiety has a significant influence on performance.

The experience of anxiety may result in challenges with concentration and maintaining attention throughout gameplay. Therefore, netball demands a heightened degree of attentiveness and rapid cognitive processing. When the presence of anxiety hampers a player's capacity to maintain focus, it may lead to a decline in their level of happiness with their performance. This loss in satisfaction may arise from feelings of frustration stemming from their perceived inability to achieve optimal performance. Therefore, it may be posited that anxiousness has the potential to undermine an athlete's sense of self-assurance. In the sport of netball, possessing self-assuredness is of paramount importance when it comes to executing shots, delivering passes, and engaging in defensive manoeuvres. Individuals who experience a decrease in self-assurance may exhibit a sense of dissatisfaction over their performance, particularly in instances when they commit mistakes or fail to capitalise on possibilities.

Anxiety has been seen to manifest in bodily symptoms, including muscular tension and an increased heart rate. The presence of these bodily symptoms might have a detrimental influence on an athlete's capacity to perform movements with ease and execute abilities proficiently. Individuals who suffer from anxiety may feel a decrease in performance satisfaction because of physical pain. Hence, the presence of anxiety may result in worse

decision-making during athletic performance. When athletes experience anxiety, they may exhibit impulsive or excessively cautious decision-making tendencies, which may result in suboptimal performance during games. Netball players who possess an awareness of the impact of anxiety on their decision-making processes may encounter diminished levels of satisfaction with their overall performance.

Lastly, netball is a collective athletic endeavour that depends upon the proficient exchange of information and harmonious collaboration among participants. Elevated levels of anxiety have the potential to impede a player's capacity to engage in effective communication with teammates and hinder their ability to cooperate efficiently. Consequently, this may have detrimental consequences on both the overall performance of the team and the satisfaction levels of individual players. Performance pleasure is often strongly correlated with the result of the game. The presence of anxiety has the potential to negatively impact performance, resulting in inferior results or losses. In instances of this kind, athletes may encounter diminished levels of pleasure because of the direct influence of worry on the outcome.

Limitations and Future Research
This research often directs its attention towards certain populations of athletes and distinct age cohorts. To enhance the generalizability of the results, it is recommended that future studies use varied samples of athletes, including individuals from various sports, age groups, and cultural contexts. The present research uses self-report methods to assess both emotional intelligence and anxiety. These assessments may be susceptible to subjective influences, social desirability bias, or a limited level of self-awareness. The investigation needs to delve into the efficacy of therapies and training initiatives that are specifically designed to augment emotional intelligence and mitigate anxiety levels among athletes. Longitudinal studies provide the capacity to evaluate the effects of these treatments on both performance and satisfaction over an extended period.

Neuroimaging methods have the potential to provide valuable insights into the brain processes that underlie emotional intelligence and anxiety among athletes. Further research is advised to investigate the influence of situational and contextual elements on the interplay between emotional intelligence, anxiety, and performance satisfaction. The investigation of possible mediating factors in the association between emotional intelligence and anxiety, as well as their influence on performance satisfaction, is worthy of examination. In conclusion, it is advisable to supplement quantitative investigations with qualitative inquiry to get a more profound comprehension of the subjective encounters of athletes in their endeavours to regulate their emotions, cope with worry, and achieve pleasure with their performance.

Conclusion
Anxiety is a prevalent phenomenon seen among the athletic population, and its impact on performance may be substantial. The association between anxiety and performance satisfaction is intricate, as appropriate levels of anxiety have been shown to be positively correlated with enhanced performance, while excessive levels of worry tend to have a negative influence. The function of emotional intelligence is of utmost importance in the management of anxiety and other emotions among athletes. Netball players who possess a higher level of emotional intelligence have enhanced abilities in managing their emotions, making sound judgments in high-pressure situations, and engaging in constructive

interpersonal exchanges. The overall pleasure of a netball player's performance might be influenced by their emotional intelligence. Players who possess robust emotional intelligence often express greater levels of contentment because of their adeptness in managing the emotional and psychological dimensions inherent in their respective sports. The results obtained from this study have significant practical consequences for players, coaches, and sports organisations. The use of strategies aimed at augmenting emotional intelligence and effectively managing anxiety has the potential to provide enhanced performance outcomes and overall satisfaction levels in the context of players' activities. The comprehensive comprehension of the intricate interconnections between anxiety, emotional intelligence, and performance satisfaction is crucial in fostering the mental well-being and achievement of netball players.

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