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Comparison of emotional intelligence of university and secondary school students involved in different games and sports

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Abstract

The purpose of the present study was to investigate and compare the emotional intelligence of male and female student belong to different games and sports. For this purpose, 100 male and female students from university and school of Bilaspur district were selected. All the students were adolescence sportsperson. Emotional intelligence inventory developed by Mangal and Mangal (1971) consisted 100 items, 25 each from the four areas was used in the present investigation. To find out the significance of difference between male and female adolescence. students in their emotional intelligence. mean, standard deviation and 't- ratio were calculated. The results of the study revealed that Significant difference was not found between mean scores of university and school students in their emotional intelligence Male and female students of university and school belong to different sports and games did not differ significantly in their emotional intelligence. Similarity was observed between mean scores of male and female students of university and school in their emotional intelligence belong to different sports and games.

Keywords: Male, Female, Students, Adolescence, Emotional intelligence, Sportspersons

Introduction

Emotional intelligence has its roots in the concept of 'social intelligence'. Emotional intelligence is a type of social intelligence, which involves the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. Various characteristics make up emotional intelligence such as self-motivation, ability to control impulses regulate moods and keep distress away from swamping the ability to think. In 1993 Mayer and salovey^[1] defined emotional intelligence as a type of social intelligence that involves the ability to monitor one's and other's feelings to discriminate among them and to use the information to guide one's thinking and actions.

Emotional intelligence in the Indian context cannot be viewed as a homogenous trait, or a mental ability devoid of social concerns like respecting elders, concern for others, fulfilling one's duties. These culture specific ways of behaving, therefore are basic to the notion of emotional intelligence. It is due to these reasons that individuals approach emotions differently – across cultures, subcultures, within society and families. Emotional intelligence involves the ability to perceive accurately, appraise and express emotion the ability to access or generate feelings when they facilitate thought the ability to understand emotion and emotional knowledge, the ability to regulate emotions to promote emotional and intellectual growth".

Emotional Intelligence as Aristotle puts is "the rare ability" to be angry with the right person to the right degree at the right time for the right purpose and in the right way. Adolescence is a critical period in human developments because it is the period during which the individual begins to develop a stance transition from a relatively dependent childhood to the psychological, social and economic self sufficiency of adulthood. It is a period of heightened emotionality. There are marked changes in the stimuli that gives rise to emotions and the forms of emotional expressions.

Emotional Intelligence may also have an impact with work place experiences. Golman (1995)^[2] suggested that individuals who had developed emotional intelligence, would be able to communicate better, thus making their intentions more clear. Engelberg and Sjoberg (2004)^[3]

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found that Emotional Intelligence, was related quite strongly to social adjustment. Social adjustment apparently seems to benefit from an ability to monitor ones own moods so as not to be out of sync with the social groups that they interact with. This could be considered the ability to self-regulate emotions. Antonio (2004) [4] focused on the effects of student friendship groups supports a strong case for the importance of friendship groups and change during a students college years. Parker, *et al.* (2004) [5] conducted a relevant study which found some support for Emotional Intelligence factors and academic performance. The EI factors that were found to be predictive of academic performance, as indicated by GPA, were: intrapersonal relationships, adaptability and stress management. Newsome, *et al.* (2000) [6] found very little support between EI and academic achievement. Parker *et al.* (2004) [7] suggest that EI could change over the course of a students academic career. In response to their call for a longitudinal study the current study was conducted over entire academic year for a first year sport study student. Trivedi (2014) [8] found that, though conclusively one is not better than the other, there are emotional competencies where one has edge over the other. While men are more confident when working alone and are more capable to deal with stress, women are capable of feeling and expressing more complex set of emotions and are more social and can make connections easily. Brackett, Mayer, and Warner (2004) [9] found that emotional intelligence related to positive life experiences, in which life experiences was an amalgamated variable. In their study they examined everyday life and EI, it was found that there was a high correlation between negative coping skills and low EI for men.

The purpose of the present study was to investigate and compare the emotional intelligence of male and female student belong to different games and sports

2. Methodology

2.1 Selection of Subject

50 male (University level=25, School level=25) and 50

female (University level=25, School level=25) adolescence students who had participated in different sports and games and belong to Bilaspur district, were selected for the present study.

2.2 Description of Instrument

Emotional intelligence inventory developed by Mangal and Mangal (1971) [10] consisted 100 items, 25 each from the four areas was used in the present investigation. Inventory was designed for use with Hindi and English knowing 16+ years age of school, college and university students for the measurement of their emotional intelligence (total as well as separately) in respect of our areas or aspects of emotional intelligence namely, Intra-personal Awareness, Inter-personal Awareness, Intra-personal Management and inter-personal Management. The mode of response to each of the item of the inventory is in the form of a forced choice i.e. either yes or no, indicating complete agreement or disagreement with the proposed statement respectively.

2.3 Administration of the Test

For the purpose of study, prior permission was taken from the head of the respective institutions. The test was administered on 100 male and female adolescence students belong to Bilaspur district. Proper instruction related to test were given to the students. There was no time limit. Normally subject required 35 minutes for the test. Any difficulty faced by the students related to the meaning of words or sentences was cleared. During the course of the test ideal environment was maintained and thus the test was administrated under the investigator’s supervision.

2.4 Statistical Analysis

To find out the significance of difference between male and female adolescence. Students in their emotional intelligence. Mean, standard deviation and ‘t- ratio were calculated.

3. Results and Discussion

Table 1: Significance of Difference between Mean Scores of University And School Adolescence Students Emotional Intelligence

S.NO.	Category	N	M	MD	G DM	t-ratio
1	University Students School Students	50 50	63.04 60.16	2.88	1.87	1.54

It is evident from Table.1 that there was no significant difference in emotional intelligence between mean scores of university and school students belong to different sports and

games, as the obtained t-value of 1.54 was lesser than the required t-05 (98)=1.98.

Table 2: Significance of Difference between University and School Adolescence Students Emotional Intelligence

S.NO.	Category	N	M	MD	G DM	t-ratio
1	University male students School male students	25 25	59.74 58.15	1.59	1.43	1.11

It is evident from Table.2 that there was no significant difference in emotional intelligence between mean scores of male students of university and school belong to different

sports and games, as the obtained t-value of 1.11 was lesser than the required t-05 (48)=2.01.

Table 3: Significance of Difference between University and School Adolescence Students Emotional Intelligence

S.NO.	Category	N	M	MD	G DM	t-ratio
1	University female students School female students	25 25	60.05 61.58	1.53	1.33	1.15

It is evident from Table.3 that there was no significant difference in emotional intelligence between mean scores of female students of university and school belong to different

sports and games, as the obtained t-value of 1.11 was lesser than the required t-05 (48)=2.01.

Table 4: Significance of Difference between University and School Adolescence Students Emotional Intelligence

S.NO.	Category	N	M	MD	6 DM	t-ratio
1	University male students	25	61.27	1.06	1.01	1.04
	School female students	25	60.21			

It is evident from Table.4 that there was no significant difference in emotional intelligence between mean scores of male and female students of university and school belong to different sports and games, as the obtained t-value of 1.11 was lesser than the required $t_{05}(48) = 2.01$.

4. Conclusions

1. Significant difference was not found between mean scores of university and school students in their emotional intelligence
2. Male students of university and school belong to different sports and games did not differ significantly in their emotional intelligence
3. Female students of university and school belong to different sports and games did not differ significantly in their emotional intelligence
4. Similarity was observed between mean scores of male and female students of university and school in their emotional intelligence belong to different sports and games

5. Suggestion

Within the framework of rules and regulations, the administration should provide freedom to teachers so that they can deal with the students according to their mental ability, capacity, capability and interest etc. Administration should organize some group discussion and debate competition like activities to enhance the emotional intelligence of the students.

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