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Comparison of emotional intelligence of medallist players on the basis of gender

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Abstract

The purpose of this study was to make a comparison of emotional intelligence between male and female medallist players. Total 250 medallist players (125 male, 125 female) were chosen as a sample for this study. The sample comprised the students of various colleges associated to Panjab University and situated in the districts i.e. Ludhiana, Sri Muksar Sahib and Fazilka of Punjab state. The purposive sampling technique was utilized to pick medallist players. The age of the subjects was gone 19 to 25 years. Emotional Intelligence Scale (EIS-SSSS) created by Sarkar and Sarkar (2018) was utilized to measure the emotional intelligence of medallist players. The mean (M), standard deviation (SD) and t-test at 0.05 level of significance were used for the analysis of the collected data. Male medallist players had shown significantly better on sub-factors; self regulation, social skill, motivation and emotional intelligence (total) when compared with female medallist players. But, male medallist players exhibited little better as compared to female medallist players on sub-variable; empathy. In the same way, female medallist players performed little better as compared to male medallist players on sub-variable; self awareness.

Keywords: Emotional intelligence, medallist players, self regulation, motivation, social skill, empathy, self awareness

Introduction

Emotion is a significant piece of our life, as it influences all parts of life. Mostly, it is the spirit of each and every relationship. Indeed, even Plato expounded on quite a while back that "All learning has an emotional base". Being a vital and huge part of human instinct and the inspiration for conduct, emotions act as one of the main element of human instinct. Emotion is in many cases the main thrust behind inspiration, good or pessimistic (Gaulin and McBurney, 2004) [5]. Emotions have been portrayed as comprising of a planned arrangement of reactions, which might incorporate verbal, physiological, conduct, and brain related mechanisms (Fox, 2008) [4]. Emotional intelligence plays an exceptionally huge part and impact in various areas of regular life (Fernandez-Berrocal, Cabello, Gualda, and Extremera, 2012) [2]. Jordan and Troth (2002) [8] described emotional intelligence as a build that includes the singular's ability to screen and control their own and other's feelings, their capacity to recognize good and pessimistic impacts of feelings, and the ability to utilize emotional information to screen thinking and activities. Emotional intelligence is the composite arrangement of capacities that empower an individual to oversee himself/herself as well as other people (Goleman, 1998). Mayer and Salovey (1997) [10] portrayed the emotional intelligence as the limit of discernment, articulation, acknowledgment, applies and the executives of feelings in self and others. There are many occasions of how the emotional intelligence can be useful in daily life. It alludes to the capacity of an individual to get a handle on and deal with own feelings as well as the feelings of the others. Emotional intelligence assumes a vital part in leadership, work life and vocation improvement. Intelligence level predicts around 20% of profession triumphs, whereas the other 80% is anticipated by different factors like emotional intelligence (Pool, 1997) [13]. Higher level of emotional intelligence assists individuals with beating the difficulties of life effectively, impart well, understand others and stop clashes. Emotional intelligence has a

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constructive and high relationship with mental wellbeing (Schutte, Malouff, Thorsteinsson, Bhullar, and Rooke, 2007)^[16]. It assists the people with decreasing their pressure and nervousness. Consequently, emotional intelligence is a significant part of our life.

Razia (2016)^[14] observed that there was no significant difference observed between male and female pupil teachers in overall emotional intelligence. Further, the researcher concluded that there was a significant difference existed on the dimensions of self awareness and motivation between male and female pupil teachers. But, no significant differences were noticed on the dimensions of self regulation, empathy and social skills between male and female pupil teachers.

Dwivedi and Qasim (2017)^[11] compared emotional intelligence of male and female secondary school teachers. They found that there was a significant difference existed between male and female teachers in emotional intelligence. The level of emotional intelligence was found higher in male teachers than female teachers.

Meshkat and Nejati (2017)^[11] in their study attempted to find the difference in emotional intelligence of male and female undergraduate students. The conclusions showed that there was no significant difference observed between male and female students in total emotional intelligence.

Jayashree, Ram and Das (2018)^[7] conducted a study on college students and concluded that female students had higher emotional intelligence than male students.

Fidha and Haris (2018)^[3] undertook a study on college students to know the emotional intelligence with regard to their gender. The researchers found that there was no significant difference existed between male and female college students.

Objective of the study

To compare emotional intelligence of male and female Medallist players.

Methodology

Total 250 medallist players (125 male, 125 female) were chosen as a sample for this study. The sample comprised the students of various colleges associated to Panjab University and situated in the districts i.e. Ludhiana, Sri Muktsar Sahib and Fazilka of Punjab state. The purposive sampling technique was utilized to pick medallist players. The age of the subjects was gone 19 to 25 years.

The medallist players were those college students who got first, second or third place in their sport/event in inter-college sports contests of Panjab University.

Emotional Intelligence Scale (EIS-SSSS) created by Sarkar and Sarkar (2018) was utilized to quantify the emotional intelligence level of medallist players. It is relevant on age range 17 to 25 years. The scale has 40 items and five dimensions of emotional intelligence viz. self awareness, motivation, empathy, self regulation and social skill. Every item has five responses i.e. Always, Often, Sometimes, Rarely and Never. Positive as well as negative items are included in this scale. Each positive item carries 5, 4, 3, 2 and 1 score for Always, Often, Sometimes, Rarely and Never respectively. But each negative item carries 1, 2, 3, 4 and 5 score for Always, Often, Sometimes, Rarely and Never respectively. The range of minimum and maximum attained score is 40 to 200. The obtained raw scores, after the administration of the scale, can be interpreted with the assistance of Z-Score norms. The reliability of this test was determined by split-half

(odd-even) strategy at 0.01 level of significance. The reliability was found 0.80 and 0.83 for male and female respectively. The validity of this test was assessed by item investigation of the first draft, by figuring out the t-differences between the mean of high scoring and low scoring bunch and on this premise disposal of items and final choice of the items. As such it can securely be said that this scale is a valid test.

The mean (M), standard deviation (SD) and t- test were used for the analysis of the collected data. The level of significance was set at 0.05.

Results of the study

Table 1: Results of independent t-test with regard to variable Emotional Intelligence and its sub-variables between male and female medallist players

Variables	Gender	N	Mean	SD	Mean Difference	t	Sig.
Self Awareness	Male	125	28.01	4.35	-.08	-.145	.88
	Female	125	28.09	4.33			
Self Regulation	Male	125	31.42	4.11	1.27	2.52*	.01
	Female	125	30.15	3.87			
Motivation	Male	125	30.15	4.58	2.03	3.95*	.00
	Female	125	28.12	3.47			
Empathy	Male	125	30.23	4.22	.17	.31	.75
	Female	125	30.06	4.22			
Social Skill	Male	125	30.82	3.89	2.28	4.70*	.00
	Female	125	28.54	3.80			
Emotional Intelligence (Total)	Male	125	150.67	19.70	5.65	2.35*	.02
	Female	125	145.02	18.39			

*Significant at 0.05

t_{0.05} (248) = 1.969

Table-1 presented the results with regard to variable emotional intelligence and its sub-variables i.e. self awareness, self regulation, motivation, empathy and social skill between male and female medallist players. The detailed explanation of the results is given below-

Self awareness

The mean score of male medallist players concerning sub-variable self awareness was noticed 28.01 while the mean score of female medallist players was observed 28.09 as displayed above in the table-1. The standard deviation (SD) value was 4.35 for male whereas it was 4.33 for female medallist players. The mean difference was recorded - .08 among male and female medallist players. The calculated t-value - .145 was observed insignificant (p>.05). Consequently, there was no significant distinction existed among male and female medallist players on sub-variable self awareness. On the other hand, the mean scores demonstrated that female medallist players had little higher self awareness when compared with male medallist players. The graphical representation of mean scores of male and female medallist players concerning sub-variable self awareness is portrayed in figure-1.

Self Regulation

The mean score of male medallist players concerning sub-variable self regulation was recorded 31.42 while the mean score of female medallist players was obtained 30.15 as displayed above in the table-1. The standard deviation (SD) value was 4.11 for male whereas it was 3.87 for female medallist players. The mean difference was noticed 1.27 among male and female medallist players. The calculated t-value 2.52 was seen as measurably significant (p<.05). Thus,

there was a huge difference among male and female medallist players on sub-variable self regulation. Male medallist players showed significantly better self regulation over female medallist players. The graphical depiction of mean scores of male and female medallist players concerning sub-variable self regulation is displayed in figure-1.

Motivation

The mean score of male medallist players concerning sub-variable motivation was measured 30.15 while the mean score of female medallist players was observed 28.12 as displayed above in the table-1. The standard deviation (SD) value was 4.58 for male whereas it was 3.47 for female medallist players. The mean difference was recorded 2.03 among male and female medallist players. The calculated t-value 3.95 was found measurably significant ($p < .05$). Thus, there was a measurably massive difference existed among male and female medallist players on sub-variable motivation. Male medallist players had significantly more elevated level of motivation than female medallist players. The graphical correlation of mean scores of male and female medallist players with respect to sub-variable motivation is visible in figure-1.

Empathy

The mean score of male medallist players concerning sub-variable empathy was noticed 30.23 while the mean score of female medallist players was observed 30.06 as displayed above in the table-1. The standard deviation (SD) value was 4.22 for male as well as for female medallist players. The mean difference was recorded .17 among male and female medallist players. The calculated t-value .31 was observed insignificant ($p > .05$). Consequently, there was no significant distinction was existed among male and female medallist players on sub-variable empathy. Whereas, the mean scores depicted that male medallist players had little higher level of

empathy as compared to female medallist players. The graphical depiction of mean scores of male and female medallist players concerning sub-variable empathy is shown in figure-1.

Social Skill

The mean score of male medallist players concerning sub-variable social skill was measured 30.82 while the mean score of female medallist players was observed 28.54 as displayed above in the table-1. The standard deviation (SD) value was 3.89 for male whereas it was 3.80 for female medallist players. The mean difference was observed 2.28 among male and female medallist players. The calculated t-value 4.70 was found measurably significant ($p < .05$). Consequently, there was a measurably distinction was existed among male and female medallist players on sub-variable social skill. Male medallist players had more significant level of social skill than female medallist players. The graphical correlation of mean scores of male and female medallist players with respect to sub-variable social skill is visible in figure-1.

Emotional Intelligence (Total)

The mean score of male medallist players concerning variable emotional intelligence level was recorded 150.67 while the mean score of female medallist players was obtained 145.02 as displayed above in the table-1. The standard deviation (SD) value was 19.70 for male whereas it was 18.39 for female medallist players. The mean difference was noticed 5.65 among male and female medallist players. The calculated t-value 2.35 was noticed measurably significant ($p < .05$). Thus, there was a significant distinction existed among male and female medallist players on emotional intelligence. Male medallist players showed better emotional intelligence over female medallist players. The graphical representation of mean scores of male and female medallist players concerning variable emotional intelligence is introduced in figure-1.

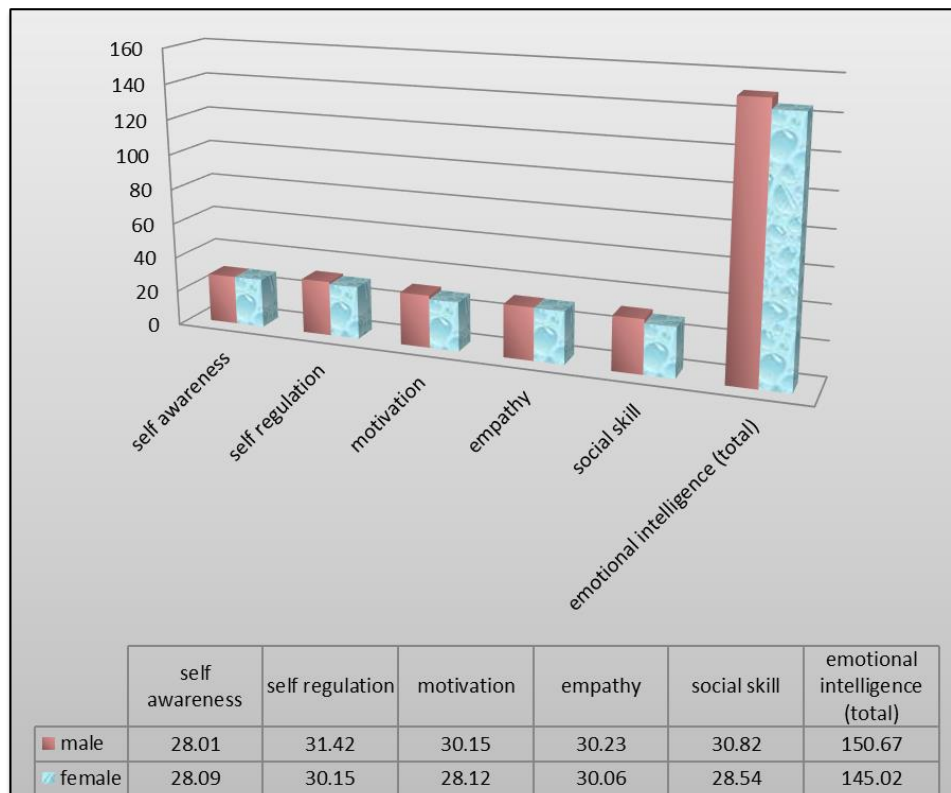


Fig 1: Graphical representation of mean scores with respect to variable emotional intelligence and its sub-variables i.e. self awareness, self regulation, empathy, motivation and social skill between male and female medallist players.

Discussion

Male and female medallist players were differ significantly on sub-factors i.e. self regulation, social skill, motivation and emotional intelligence (total) as the results of t-test in table-1 clearly indicated. On the comparison of mean scores of both the groups, it has been seen that male medallist players have aquired significantly better self regulation, social skill, motivation and emotional intelligence (total) as compared to female medallist players. It may be because males got more open doors to intertact with different sorts of individuals in our society. It tends to be assumed that guys don't go down under the pessimistic emotional sentiments and become discouraged, furious, disappointed. Not entirely set in stone to improve or satisfy a guideline of greatness and focused on their gathering or association. They have better capacity to figure out their own feelings or sentiments and the sensations of others. They are knowledgeable in dealing with others feelings, overseeing relationship, motivating others and including desired reactions from them. These discoveries are upheld by the investigations of Kulsum and Prathima (2012)^[9], Dwivedi and Qasim (2017)^[11], Murthy and Patil (2015)^[12]. However, no massive differences were tracked down among male and female medallist players with respect to sub-factors i.e. empathy and self awareness. It is because they have practically equivalent capacity to remember one's feelings and their belongings. They have additionally similar measure of essential abilities for social competencies i.e. figuring out others, administration direction, encouraging others, accommodating diversity and political mindfulness.

Conclusion

Male medallist players had exhibited significantly better on sub-factors; self regulation, social skill, motivation and emotional intelligence (total) as comparison to female medallist players. Yet, male medallist players exhibited little better as compared to female medallist players on sub-variable; empathy. In the same way, female medallist players performed little better as compared to male medallist players on sub-variable; self awareness.

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