



ISSN: 2456-0057  
IJPNPE 2019; 4(1): 233-235  
© 2019 IJPNPE  
www.journalofsports.com  
Received: 16-11-2018  
Accepted: 19-12-2018

**Harpreet Kaur**  
Research Scholar,  
SBBS University, Jalandhar,  
Punjab, India

**Dr. Pritam Singh**  
Director Sports & Physical  
Education, SBBS University,  
Jalandhar, Punjab, India

## Comparative study of emotional intelligence between school level boys and girls athletes

**Harpreet Kaur and Dr. Pritam Singh**

### Abstract

For the purpose of the study was to find out the significant difference of emotional intelligence between school level boys and girls athletes. The survey method through the technique of questionnaire of emotional intelligence (hyde *et al.* 2001) had been adopted to collect the significant data for this study. The researcher collected the data on forty (n=40) group- A: male (n=20), group-B: female (n=20) as subjects from Cambridge international school chotti baradari dist jalandhar. The age level of the subjects ranged from 14 to 17 years. The collected data were put to statistical treatment applying t' test to find out the differences, if any between the schools level boys and girls athletes. The level of significance was set at 0.05. The results come out that there is a significant difference of emotional intelligence between school level boys and girls athletes.

**Keywords:** Emotional intelligence, boys, girls, athletes

### Introduction

Emotional Intelligence (EI) is characterized as-Emotional insight is a kind of social knowledge that incorporates the capacity to screen one's very own and others' sentiments, to segregate among them, and to use the data to control one's reasoning and activities (Salovey and Mayer, 1990) [3]. Moreover, as indicated by passionate Intelligence is the capacity to know perceive and enough use our feelings, which make it less demanding to oversee individuals around us and ourselves. This definition involves some vital segments for instance, persuading ourselves, overseeing them, knowing our feelings, perceiving feelings in others and overseeing relations. In the diversions point of view, enthusiastic knowledge is boss for competitors. For competitors, higher enthusiastic insight has been associated with higher execution in games. Passionate insight has a fundamental impact in impact one's capacity to make it in adapting to ecological requests, difficulties and weights, load. A person's passionate insight means that how an individual sees, comprehends and controls feelings.

We are living in the period of globalization. As a result of science and innovation, understudies of present schools have different obligations in the general public. They show absence of coordinated advancement with physical, social, passionate, intellectual and mental aggravation because of complete pressure, strain dissatisfaction, exhaustion and so forth. The critical earlier state of our present higher auxiliary school training is that it ought to incorporate the enthusiastic knowledge parts in instruction. These segments must turn out to be an integral part of our higher optional school instruction to shape a future age since study propensities shift from understudy to out of this world from various home situations.

One clear factor in the reevaluating of knowledge is the viewpoint presented by researchers who are not therapists. Anthropologists have remarked that a few societies don't have an idea called knowledge, and others characterize insight as far as qualities, for example, acquiescence, great listening aptitudes, or good fiber (Gardner, 1999) [4] Neuroscientists are doubtful that the very separated and secluded structure of the mind is reliable with a unitary type of knowledge.

Before the finish of the twentieth century, it was plentifully clear that psychological capacities are much interconnected. A large portion of one's psychological procedures, from shading recognition to self-understanding, conceivably include and initiate both feeling and knowledge (LeDoux 2000) [5] However, the strain between only subjective perspectives of being savvy

**Correspondence**  
**Harpreet Kaur**  
Research Scholar,  
SBBS University, Jalandhar,  
Punjab, India

And more extensive perspectives that incorporate a positive job for feelings in knowledge can be followed back numerous hundreds of years. The Stoic logicians of Ancient Greece concentrated on righteousness, and saw feeling as excessively individualistic and self-absorbed to be a solid guide for knowledge and shrewdness. S Afterward, the Romantic development of eighteenth century Europe focused on how instinct and sympathy, established in feeling, could give bits of knowledge that were inaccessible through rationale alone (Reddy, 2001) [6]. The idea of enthusiastic insight (EI) offers another method for taking a gander at the discussion - that individuals can reason about feelings and use feelings to help thinking.

**Statement**

The statement of problem is “Comparative study of emotional intelligence between school level boys and girls athletes”

**Objective**

1. To measure the emotional intelligence of school level boys and girls athletes.
2. To compare of emotional intelligence between school level boys and girls athletes.

**Hypothesis**

1. There is a significant difference of emotional intelligence between school level boys and girls athletes.

**Limitation**

1. No special motivational technique was used during the test.
2. The investigator was unable to control their daily routine, training and competition schedules.

**Delimitations**

1. The study was delimited to 14 to 17 years age group.
2. The study was delimited to school level boys and girls athletes of Cambridge international school chotti baradari dist jalandhar.
3. The study was delimited to only emotional intelligence.

**Methodology**

To conduct the study, 40 subjects (20 boys and 20 girls) were selected randomly from Cambridge international school chotti baradari dist jalandhar. The age level of the subjects ranged from 14 to 17 years. All the samples were selected on random basis to solve above mentioned problem. The survey method through the technique of questionnaire of emotional intelligence (hyde *et al.* 2001) had been adopted to collect the significant data for this study.

**Tools and Scoring**

This scale is a standardized tool which has already been used in many research/psychological investigations. After consulting relevant literature, 106 items were developed each item was transferred on a card. A panel of 50 judges with postgraduate degree and more than 10 years of experience in their relevant field was prepared. Definition of emotional intelligence was also written on a card along with necessary instructions for the selection of the items on the cards. The cards were placed before each judge whose card was noted and the frequency of choice was calculated. The items, which were chosen 75% or more times, were spotted out. The 34 items thus chosen were administered on 200 executives. The data was then tabulated and item total correlations were

calculated, items having correlation less than the value of .25 ( $p < 0.01$ ) were dropped. The final form of the scale constituted 34 items. The Hindi version of the final items was prepared in consultation with 10 judges who were well versed with both English as well as Hindi. The inner-item correlations of the final items were also determined. In this five point scale, the responses are given weight from 1 to 5 as shown below:

**Table 1:** Responses are given weight from 1 to 5 in Emotional Intelligence test

5	Strongly Agree
4	Agree
3	Undecided
2	Disagree
1	Strongly Disagree

Therefore, a higher score reflects greater emotional intelligence.

**Statistical procedure**

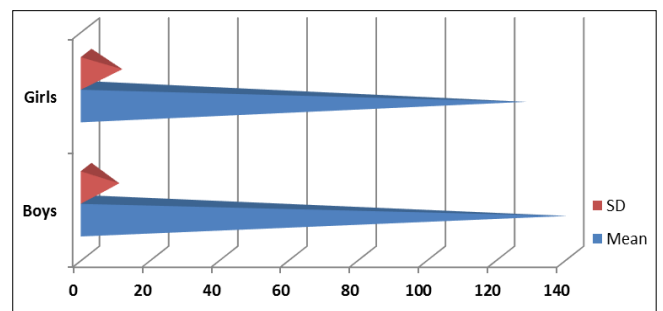
The data was analyzed and compared with the help of statistical procedure in which arithmetic mean; standard error mean, standard deviation and “t” test was used to compare the data.

**Result**

**Table 2:** Comparison between school level boys and girls athletes on emotional intelligence

Group	N	Mean	SD	MD	DF	‘t’ Value
Boys	20	139.15	9.62	11.9	38	3.63
Girls	20	127.25	10.5			

From table no.2 result found that Girls have low emotional intelligence (M= 127.25, SD= 10.5) as compared to Boys (M=139.15, SD= 9.62). The ‘t’ value is 3.63 which is more than tabulated value, so that there is a significant difference at.05 level



**Fig 1:** Difference of Means between school level boys and girls athletes on emotional intelligence

**Conclusions**

Recognizing the limitations of this study and on the basis of statistical findings the following conclusions may be drawn that Girls have low emotional intelligence as compared to boy’s athletes of Cambridge international school chotti baradari dist jalandhar.

**References**

1. Goleman DC. Emotional intelligence. New York Bantam Books
2. Zizzi SJ, Deaner HR, Hirschhorn DK. The Relationship

between Emotional Intelligence and Performance among College Baseball Players. *Journal of Applied Sport Psychology*. 2003; 15(3):262-269.

3. Salovey P, Mayer JD. Emotional intelligence. *Imagination Cognition and Personality*. 1990; 9:185-211
4. Gardner H. Who owns intelligence? *The Atlantic Monthly*. 1999; 283(2):67-76.
5. LeDoux JE. Emotion circuits in the brain. *Annual Review of Neuroscience*. 2000; 23:155-84
6. Reddy WM. *The Navigation of Feeling: A Framework for the History of Emotions*. Cambridge, UK: Cambridge Univ. Press, 2001.