



A Study of Emotional Intelligence of Sports Students of Ahmedabad

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1. Introduction

Human beings are the unique product of their emotions and intelligence. In 21st century life style of all mankind is full of problems. In ancient time if one sees the emotional intelligence of the students towards their classmate was so much that, it sometimes became difficult to explain it. One was always ready to help one's classmates.

In contrast to animals man is considered to be endowed with certain cognitive abilities which make one a rational being. One can reason, emotional intelligent, discriminate, understand, adjust and face a new situation. Definitely man is superior to animal in all such aspects of behavior. But human beings themselves are not all alike. Some may be bright, others are average and some others are dull. Since man is a product of one's heredity and environment, the answer lies with either of these factors or with both. Many attempts have been made to these questions from the very beginning of the knowledge. These are wide individual differences.

In one's day-to-day conversation one often comment that a particular child or individual is very emotionally intelligent or is not. All such comment is based on one's observation of the performance or behavior of the individual concerned in comparison to others of the group. What makes an individual behave or perform well or not well in the group? Interest, attitude, the desire for knowledge, communicative skill and similar other attributes contribute towards one's performance or behavior. However, there is something else which is also responsible to a large degree. In Psychology this is termed intelligence; in ancient India our great rishes and seers named it Viveka or Vivekatmaka Budhi. Nevertheless, it is traditionally acknowledged by the parents and the teachers that intelligence is the most important single variable which affects success in school and in life. In general terms, intelligence means the manner with which an individual deals with facts and situations. To quote Prof. R.R.Kumria,

Call it practical wisdom,

Call it Commonsense,

Call it Genius,

It is just the same in different names and grades".

"The earliest roots of emotional intelligence can be traced to Darwin's work on the importance of emotional expression for survival and second adaptation."

In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people.

The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, A Study of Emotion: Developing Emotional Intelligence from 1985. However, prior to this, the term "Emotional Intelligence" had appeared in Leuner (1966).

Greenspan (1989), also put forward an Emotional Intelligence model, followed by Salovey and Mayer (1990). **Daniel Goleman (1995)**, the distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000. Therefore it is necessary to know about the world of Emotional Intelligence and its measurement.

Moreover, sports are among the foremost factors contributing the intellectual improvement. Sports students coincide with adolescence period. It is the moral, social period which requires at most care of the healthy development of the child. It plays a significant role in the development of a well balanced personality

2. Objectives of the Study

1. To study the level of Emotional Intelligence of Sports students.
2. To study the effect of gender on the Emotional Intelligence of Sports students.
3. To study the effect of types of schools on the Emotional Intelligence of Sports students.
4. To study the effect of Area on the Emotional Intelligence of Sports students.
5. To study the effect of Achievement on the Emotional Intelligence of Sports students.

3. Variables of the Study

In the present study there are two types of variables. They are dependent and independent variables. Emotional Intelligence is a dependent variable and the gender, types of schools, Area, Achievement are considered as independent variables.

4. Hypothesis

Hypothesis of the present study are as follows:

- Ho₁:** There will be no significant difference between mean scores of Emotional Intelligence of boys and girls of Sports of Ahmedabad.
- Ho₂:** There will be no significant difference between mean scores of Emotional Intelligence of Sports students of granted and non granted schools of Ahmedabad.
- Ho₃:** There will be no significant difference between mean scores of Emotional Intelligence of Sports students belonging to East and West zones of Ahmedabad.
- Ho₄:** There will be no significant difference between mean scores of Emotional Intelligence and Achievement of Sports students of Ahmedabad.

5. Importance of the Study

It is important to study the emotional intelligence of sports students as they are going to joint society through different fields and are going to help society directly or indirectly. After all they are the future of country. It also helps to check the effectiveness of the values of emotional intelligence. The study helps to satisfy the needs of education and to cover the different areas of education like emotional and intellectual, which is directly related to student's development.

6. Population

The population of the present study consists of all the boys and girls Sports students studying in secondary schools of Ahmedabad.

7. Sample

In the present study the probability sampling technique is used to select 120 students as a sample subjects from the given population. Thus 100 students from the different schools belonging to sports of Ahmedabad city are selected by multi stage sampling technique.

8. Tools of the Research

For the present study, the researcher is apply the Emotional Intelligence scale prepared by Dr. Pallaviben P. Patel This tool being standardized on the secondary students of standard IXth and Xth as a

sample subject, therefore these test being most applicable and eventually test. The said test shall be applied on the sports students of secondary standard selected as a sample.

9. Method of the Research

The method of the present study is the descriptive Method of which survey method is used for this research.

10. Planning for Data Collection

As per the research design the 100 secondary standard sports students of Ahmedabad city selected by the probability sampling are to be informed of the purpose of study, instructions and then Emotional intelligence scale has given to students in the scheduled period and the test was conducted by the researcher on the sample to collect the data from the sample.

11. Data Analysis

Statistics is helpful for the analysis of the data. Mean, standard deviation and t- test were used to analyze the data.

12. Analysis and Interpretation of the Data

Hypothesis-1

There will be no significant difference between mean scores of Emotional Intelligence of boys and girls of Sports of Ahmedabad.

Table 1: Analysis of Emotional Intelligence of Boys and Girls of Sports Students

Sr.	Gender	No. of students	Mean	S.D.	t value	Significance
1	Boys	50	124.162	9.326	2.08	Significant
2	Girls	50	126.5	10.745		

$$t_{cal} = 2.08 > t_{0.05} = 1.96$$

From the table no. 1 it is evident that the $t_{cal} = 2.08$ which is more than $t_{0.05} = 1.96$ at 0.05 level of significance. Thus, hypothesis is rejected at 0.05 level of significance. Hence the hypothesis (H_{01}) that “there will be no significant difference between mean score of Emotional Intelligence of boys and girls of Sports of Ahmedabad” will be rejected at 0.05 level of significance. It means that there is a difference between emotional intelligence of boys and girls of Sports of Ahmedabad. Further, the mean scores of girls bearing more than that of the boys. It suggests that the girls have more emotional intelligence than the boys of Sports of Ahmedabad.

Hypothesis-2

There will be no significant difference between the mean scores of Emotional Intelligence of Sports students of granted and non-granted schools of Ahmedabad.

Table 2: Analysis of Emotional Intelligence of Granted and Non Granted Schools of Sports Students

Sr.	Gender	No. of students	Mean	S.D.	t value	Significance
1	Granted	50	123.78	10.75	2.78	Significant
2	Non-Granted	50	126.881	9.2		

$$t_{cal} = 2.78 > t_{0.01} = 2.58$$

From the table no. 3 it is evident that the $t_{cal} = 2.78$ which is more than $t_{0.01} = 2.58$ at 0.01 level significance. Thus, hypothesis will be rejected at 0.01 level of significance. Hence the hypothesis (H_{02}) that “there will be no significant difference between the mean score of Emotional Intelligence of Sports students of granted and non granted schools of Ahmedabad” will be rejected at 0.01 level of significance. It means that there is a difference between emotional intelligence of Sports students of granted and non granted schools of Ahmedabad. Further, It means that the emotional intelligence of granted students is more than that of non granted school students of Sports of Ahmedabad.

Hypothesis-3

There will be no significant difference between the mean scores of Emotional Intelligence of Sports students belonging to East and West zones of Ahmedabad.

Table 3: Analysis of Emotional Intelligence of East and West Zones of Sports Students

Sr.	Gender	No. of students	Mean	S.D.	t value	Significance
1	East Zone	50	125.25	10.53	0.141	Not Significant
2	West Zone	50	125.41	9.7		

$$t_{cal} = 0.898 < t_{0.05} = 1.96$$

From the table no. 4, it is evident that the $t_{cal} = 0.141$ which is less than $t_{0.05} = 1.96$ at 0.05 level significance. Thus, the hypothesis is not rejected at 0.05 level of significance. Hence the hypothesis (H_{03}) "There will be no significant difference between the mean scores of Emotional Intelligence of Sports students belonging to east and west zone of Ahmedabad", is not rejected at 0.05 level of significance. It means that there is no difference between emotional intelligence of Sports students belonging to East and West zone of Ahmedabad. Further, the mean scores of emotional intelligence of east zone students is more than that of the west zone students. It suggest that the East zone students have more emotional intelligence than the West zone Sports students of Ahmedabad.

Hypothesis-4

There will be no significant difference between the mean scores of Emotional Intelligence and Achievement of Sports students of Ahmedabad

Table 4: Analysis of Emotional Intelligence and Achievement of Sports Students

Sr.	Gender	No. of students	Mean	S.D.	t value	Significance
1	Achievement	100	59.084	8.64	89.16	Significant
2	Emotional Intelligence	100	125.331	10.11		

$$t_{cal} = 89.16 > t_{0.01} = 2.58$$

From the table no. 5, it is evident that the $t_{cal} = 89.16$ which is more than $t_{0.01} = 2.58$ at 0.01 level significance. Thus, the hypothesis is rejected at 0.01 level of significance. Hence the hypothesis (H_{04}) that "there will be no significant difference between the mean score of Emotional Intelligence and achievement of Sports students of Ahmedabad" is rejected at 0.01 level of significance. It means that there is a significant difference between emotional intelligence and achievement of Sports students of Ahmedabad.

13. Findings of the Study

The findings are as under

1. There is a significant difference between the emotional intelligence of boys and girls of Sports students of Ahmedabad. Further, the mean scores of the girls is more than that of the boys it suggest that the girls are more emotionally intelligent than that of the boys of Sports students of Ahmedabad.
2. There is a significant difference between the emotional intelligence of Sports students of granted and non granted of Ahmedabad. Further, the mean scores emotional intelligence of students of non granted schools are more than that of the students in granted schools, which suggest that the students of non granted schools are more emotionally intelligent than that of the students of granted schools of Sports of Ahmedabad.
3. There is no significant difference between the emotional intelligence of east zone and west zone of Sports students of Ahmedabad. Further, the mean scores of east zone is more than that of the west zone suggest that the east zones are more emotionally intelligent than that of the west zones of Sports students of Ahmedabad.
4. There is a significant difference between the emotional intelligence and achievements of Sports students of Ahmedabad.

14. Suggestion of the Study

The researcher have made following suggestions:

1. Boys should be given more practice for making themselves emotionally intelligent, they should try to participates in quiz, discussion, to organize tour, seminar, model making, elocution competition, etc
2. Special type of programme should be conducted for granted school for improving emotional intelligence.
3. Similar type of programme should be conducted for both east and west zone school for improving emotional intelligence.
4. The authority of the school has to possess necessary psychological tests for knowing the emotional intelligence of the students.

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