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A comparative study of emotional intelligence and self-esteem of physical education teachers from J & K State

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Abstract

The purpose of the present study is to compare the relation of Emotional Intelligence and Self Esteem of physical education teachers of Jammu and Kashmir State. As per the previous researches, higher the emotional intelligence and self-esteem of physical education teachers more they become responsible and respectful and vice-versa, So on the basis researcher is going to compare the Emotional Intelligence and Self Esteem of teachers of two districts of J&K state. This is a survey study under Descriptive Research. For the study the population was all the Physical education teachers working in the schools of Kulgam and Anantnag district of Kashmir. For the present study, 80 teachers were selected by randomly, 40 from Anantnag and 40 from Kulgam districts of Kashmir. All subjects were selected with the help of random sampling technique. Only male teachers were selected. For the collection of data the researcher administered the Emotional intelligence scale of Anukool Hyde, Sanjyot Pethe and Upinder Dhar and Dr. Morris Rosenberg's Self-esteem Scale. After data collection, data of Self-esteem and Emotional intelligence of physical education teachers were compared by using Pearson's correlation product moment method and Independent 't' test was used, and the result were analyzed and interpretations were drawn. The level of significance was kept at 0.05 to test the hypothesis it was observed from the finding that in the self-esteem and all sub scales of Emotional intelligence there was no significant difference between physical education teachers of Kulgam and physical education teachers of Anantnag. The mean scores of self-esteem and Emotional intelligence sub scales like Self Awareness, Empathy, Self Motivation, Emotional Stability, Managing Relations and Altruistic Behavior shows that Physical Education Teachers of Anantnag have high degree of self esteem and emotional intelligence than physical education teachers of Kulgam. While the mean scores of Emotional intelligence sub scales like Integrity, Self Development, Value Orientation and Commitment shows that physical education teachers of Kulgam have high degree of Emotional intelligence than Physical Education Teachers of Anantnag.

Keywords: Self Esteem, Emotional intelligence, Survey study, physical education teachers

1. Introduction

The word psychology has been derived from the Greek word psycho, - means mind or soul, logos means science. So, the word psychology is the science of the mind and soul. Psychology studies human nature and rather than formulate conditions. Psychology is the science of an individual in relation to his individual. The most accepted definition is that psychology is the science of behavior and experience. Behavior includes all manifestation of life as a pure science psychology is concerned primarily with systematic study of behavior and other verification through experimentation.

Psychology is the study of the mind, occurring partly via the study of behavior. Grounded in scientific method psychology has the immediate goal of understanding individuals and groups by both establishing general principles and researching specific cases, and for many it ultimately aims to benefit society. In this field, a professional practitioner or researcher is called a psychologist, and can be classified as a social scientist, behavioral scientist, or cognitive scientist. Psychologists attempt to understand the role of mental functions in individual and social behavior, while also exploring the physiological and neurobiological processes that underlie certain cognitive functions and behaviors. Psychologists explore such concepts as perception, cognition, attention, emotion, phenomenology, motivation, brain functioning, personality, behavior, and interpersonal relationships. Psychologists of diverse stripes also consider the unconscious mind. Psychologists employ empirical methods to infer causal and co relational relationships between psychosocial variables. In addition, or in

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opposition, to employing empirical and deductive methods, some especially clinical and counseling psychologists at times rely upon symbolic interpretation and other inductive techniques. Psychology incorporates research from the social and natural sciences, and from the humanities, such as philosophy. While psychological knowledge is often applied to the assessment and treatment of mental health problems, it is also applied to understanding and solving problems in many different spheres of human activity. Many do scientific research on a wide range of topics related to mental processes and behavior, and typically work in university psychology departments or teach in other academic settings. Some are employed in industrial and organizational settings, or in other areas such as human development and aging, sports, health, and the media, as well as in forensic analysis and other aspects of law ^[2].

The role of psychology in sports has given birth to a new branch of psychology called "Sports Psychology" or "Psychology of Sports". Sports psychology is a recent but extremely important branch of the modern science of sports. According to John D. Jawther, "Sports Psychology is an area which attempt to apply psychological facts and principles to learning, performance and associated human behaviour in the whole field of sports". (Robert N. Singer) says that sports psychology explores one's behaviour in athletics. According to Krishnamurthy and Parameshwaram, "Sports Psychology deals with psychology of athletes, both at rest and in action ^[3]". Sports psychology in many ways is a scientific field of enquiry. Researchers are afforded with ample opportunity to observe, describe and explain the various psychological factors that influence diverse aspects of sports and physical activities. Athletes and coaches have often described the crucial "psychological factors" that resulted in a momentum shift during a game, or explained an important loss on the road as a function of the influential force of game location. While these "arm chair" opportunities are often afforded to us the fact that sport psychology is viewed as a science means that the process of observation, description and explanation must be conducted in a systematic, repeatable and valid manner. Science allows us to go beyond speculation or opinion that is based upon subjective experiences ^[4].

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1.2 Emotional intelligence

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. In the influential article "Emotional Intelligence," is defined as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"

1.3 Why is emotional intelligence (EQ) so important?

As we know, it's not the smartest people that are the most

successful or the most fulfilled in life. You probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence or IQ isn't enough on its own to be successful in life. IQ can help you get into college but it's EQ that will help you manage the stress and emotions of sitting your final exams.

Emotional intelligence affects:

Your performance at work: Emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EQ testing before hiring.

Your physical health: If you're unable to manage your stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.

Your mental health: Uncontrolled stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand and manage your emotions, you'll also be open to mood swings, while an inability to form strong relationships can leave you feeling lonely and isolated.

Your relationships: By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life ^[9].

1.4 How to raise your emotional intelligence

All information to the brain comes through our senses and when this information is overwhelmingly stressful or emotional, instinct will take over and our ability to act will be limited to the flight, fight, or flee response. Therefore, to have access to the wide range of choices and make good decisions, we need to be able to bring our emotions into balance at will.

Memory is also strongly linked to emotion. By learning to use the emotional part of your brain as well as the rational, you'll not only expand your range of choices when it comes to responding to a new event, you'll also factor emotional memory into your decision-making. This will help prevent you from continually repeating earlier mistakes.

To improve your emotional intelligence and your decision-making abilities, you need to understand and control the emotional side of your brain. This is done by developing five key skills. By mastering the first two skills, you'll find skills 3, 4, and 5 much easier to learn.

Developing emotional intelligence through five key skills:

Emotional intelligence consists of five key skills, each building on the last:

Emotional intelligence (EQ) skill 1: The ability to quickly reduce stress.

Emotional intelligence (EQ) skill 2: The ability to recognize and manage your emotions.

Emotional intelligence (EQ) skill 3: The ability to connect with others using nonverbal communication.

Emotional intelligence (EQ) skill 4: The ability to use humor and play to deal with challenges.

Emotional intelligence (EQ) skill 5: The ability to resolve conflicts positively and with confidence.

1.5 Measuring Emotional Intelligence

"In regard to measuring emotional intelligence – I am a great believer that criterion-report (that is, ability testing) is the only adequate method to employ. Intelligence is an ability, and is directly measured only by having people answer questions and evaluating the correctness of those answers." --John D. Mayer

Reuven Bar-On's EQ-i

A self-report test designed to measure competencies including awareness, stress tolerance, problem solving, and happiness. According to Bar-On, "Emotional intelligence is an array of non cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures."

Multifactor Emotional Intelligence Scale (MEIS)

An ability-based test in which test-takers perform tasks designed to assess their ability to perceive, identify, understand, and utilize emotions.

1.6 Self-esteem

Self-esteem is a term in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, "I am competent", "I am worthy") and emotions such as triumph, despair, pride and shame. 'The self-concept is *what we think* about the self; self-esteem, the positive or negative evaluation of the self, is *how we feel* about it'. A person's self-concept consists of the beliefs one has about oneself, one's self-perception, or, as Hamlyn

(1983: 241) expresses it, "the picture of oneself". Baumeister (1997) described self-concept as totally perception which people hold about him/ herself (p. 681). It is not the "facts" about one-self but rather what one believes to be true about one-self (Sarah Mercer, p. 14). Early researchers used self-concept as a descriptive construct, such as 'I am an athlete' (Rosenberg 1979) ^[15].

Recent theories adapted self-esteem with more evaluative statements like 'I am good at tennis' (Harter 1996). The latter statement not only describes the self, as the individual identifies herself or himself, but evaluates the self by putting worthiness on it. Therefore, self-esteem is defined as both descriptive and evaluative self-related statements. As a social psychological construct, self-esteem is attractive because researchers have conceptualized it as an influential predictor of relevant outcomes, such as academic achievement (Marsh 1990) or exercise behavior (Hagger *et al.* 1998). In addition, self-esteem has also been treated as an important outcome due to its close relation with psychological well-being (Marsh 1989). Self-concept (i.e. self-esteem) is widely believed to be composed of more than just perceived competence, and this leads to the relative degree of evaluative and cognitive beliefs of the construct.

Synonyms or near-synonyms of self-esteem include: self-worth self-regard, self-respect, and self-integrity. According to *The American Heritage Dictionary of the English Language*, "self-love" is "the instinct or desire to promote one's well-being"; while La Rochefoucauld considered 'that *amour-propre* (self-regard) is the mainspring of all human activities'.

1.7 Measurement of Self esteem

For the purposes of empirical research, psychologists typically assess self-esteem by a self-report inventory yielding a quantitative result. They establish the validity and reliability of the questionnaire prior to its use.

Self-esteem is typically measured as a continuous scale. The Rosenberg (1965) 10-item scores each item on a four-point response system that requires participants to indicate their level of agreement with a series of statements about themselves. The Cooper smith Inventory uses a 50-question battery over a variety of topics and asks subjects whether they rate someone as similar or dissimilar to themselves.

1.8 Importance of Self esteem

Abraham Maslow states that psychological health is not possible unless the essential core of the person is fundamentally accepted, loved and respected by others and by her or his self. Self-esteem allows people to face life with more confidence, benevolence and optimism, and thus easily reach their goals and self-actualize. It allows oneself to be more *ambitious*, but not with respect to possessions or success, but with respect to what one can experience emotionally, creatively and spiritually. To develop self-esteem is to widen the capacity to be happy; self-esteem allows people to be convinced they deserve happiness. Understanding this is fundamental, and universally beneficial, since the development of positive self-esteem increases the capacity to treat other people with respect, benevolence and goodwill, thus favoring rich interpersonal relationships and avoiding destructive ones. For Erich Fromm, love of others and love of ourselves are not alternatives. On the contrary, an attitude of love toward themselves will be found in all those who are capable of loving others. Self-esteem allows creativity at the workplace, and is a specially critical condition for teaching professions.

José-Vicente Bonet reminds us that the importance of self-esteem is obvious when one realizes that the opposite of it is not the esteem of others, but self-rejection, a characteristic of that state of great unhappiness that we call "depression". As Freud put it, the depressive has suffered 'an extraordinary diminution in his self-regard, an impoverishment of his ego on a grand scale....He has lost his self-respect'.

The Yogyakarta Principles, a document on international human rights law addresses the discriminatory attitude toward LGBT peoples that makes their self-esteem low to be subject to human rights violation including human trafficking. and World Health Organization recommends in "Preventing Suicide" published in 2000 that strengthening students' self-esteem is important to protect children and adolescents against mental distress and despondency, enabling them to cope adequately with difficult and stressful life situations.

Educators, parents, business and government leaders agree that we need to develop individuals with healthy or high self-esteem characterized by tolerance and respect for others, individuals who accept responsibility for their accomplishments, who are self-motivated, willing to take risks, capable of handling criticism, loving and lovable, seek the challenge and stimulation of worthwhile and demanding goals, and take command and control of their lives. In other words, we need to help foster the development of people who have healthy or authentic self-esteem because they trust their own being to be life affirming, constructive, responsible and trust worthy. In the present study the researcher try to measure the levels of self-esteem between physical education teachers and other subject teachers. Because teachers self-esteem is related to his teaching. Low self-esteem may affect his

teaching and high self-esteem may make his teaching effective and fruitful.

1.9 Aim & Purpose

1. The study will contribute, to know the relation of Emotional Intelligence and Self Esteem of physical education teachers, working in the Kulgam and Anantnag district of Kashmir.
2. The study will contribute to compare the relationship between teachers of different districts of state.
3. The result of the study will help the physical education teachers in developing and improving their Emotional Intelligence and Self Esteem.
4. The study will contribute, to know the present status of emotional intelligence and self-esteem of physical education teachers.

1.10 Need and Importance of the Study

1. This study will help to increase the awareness about the Emotional Intelligence and Self Esteem status among Physical education teachers.
2. This research will provide base for the further research in the same field.
3. This study will help to increase the awareness about the Emotional Intelligence and Self Esteem status among Physical education teachers.
4. This research will provide base for the further research in

the same field.

1.11 Hypothesis

- H₁. There will be significant difference between Emotional Intelligence and Self Esteem among physical education teachers of j & k state
 H₀. There will be no significant difference between emotional intelligence and self-esteem among physical education teachers of j & k state.

2. Methodology

The researcher has chosen the descriptive method for the research purpose. This method provides a method of investigation to study, describe and interpret what exists at present. This study deals with the relationship of Emotional Intelligence and Self Esteem among Physical Education Teachers”

2.1 Sampling

For the present study, 120 teachers will be selected randomly, 60 from Anantnag and 60 from Kulgam districts of Jammu and Kashmir. All subjects will be selected with the help of random sampling technique. Only male teachers will be selected. This is a survey study under Descriptive research

2.2 Tools for Data Collection

| Variables | Tools |
|------------------------|--|
| Self esteem | Self-esteem Scale Of Dr. Morris Rosenberg ¹ |
| Emotional Intelligence | Emotional intelligence scale of Anukool Hyde SanjyotPethe and Upinder Dhar |

2.4 Description of Emotional Intelligence Scale Test

The Questionnaire of Emotional Intelligence will be given to all the teachers who are selected as samples for the study. Researcher will give all the necessary instructions regarding the filling up the form and explained each question to all the teachers, after which they will be asked to fill up the questionnaire completely. There are total 34 questions and teachers will give their view by ticking on any one of the following points.

- Strongly Agree.*
- Agree.*
- Un-certain*
- Dis-agree*
- Strongly Disagree*

- Disagree*
- Strongly Disagree*

2.6 Procedure for Data Collection

The researcher will visit personally to each subject. The researcher will first take the permission of physical education teachers for the collection of data. By which they will cooperate the researcher scholar for his research work. The research scholar will distribute the both questionnaires of Self-esteem and Emotional intelligence scale to all the subjects and also will explain about answering the question of The questionnaires which filled up by the subjects will be collected and analyzed by using the internet.

Rosenberg, M. (1965) ^[1]. Society and the adolescent self-image. Princeton, NJ: Princeton University Press. Goleman, D. (1995) ^[2] emotional intelligence. New York: Bantam book

2.5 Description of Self Esteem Scale Test

The Questionnaire of Self Esteem will be given to all the teachers who are selected as samples for the study. Researcher will give all the necessary instructions regarding the filling up the form and will explain each question to all the teachers, after which they will be asked to fill up the questionnaire completely. There are total 10 questions and teachers are to give their view by ticking on any one of the following points.

- Strongly Agree*
- Agree*

3. Statistical Analysis

Independent sample test and Pearsons coefficient correlation was administered to find out the Difference and relation of Emotional Intelligence and Self Esteem of physical education teachers between Kulgam district and Anantnag district. Descriptive statistics of Self Esteem between Physical Education teachers of Kulgam and Anantnag.

| Variable | Group | Mean | N | Std. Deviation | Std. Error Mean |
|-------------|---------------------------------|---------|----|----------------|-----------------|
| Self Esteem | Kulgam Physical Edu. Teachers | 19.3250 | 40 | 2.94729 | 0.46601 |
| | Anantnag Physical Edu. Teachers | 19.6750 | 40 | 3.98965 | 0.63082 |

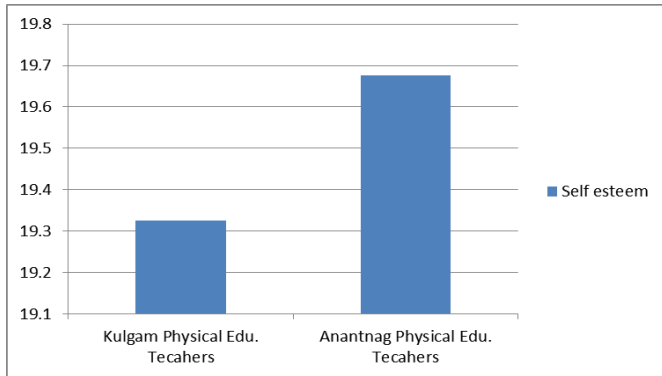
Result shows that there were 40 physical education teachers of Kulgam having mean 19.3250 and with standard deviation 2.94729 and standard error mean 0.46601 on the Self-esteem.

Similarly there were of 40 physical education teachers of Anantnag having mean 19.6750 with standard deviation 3.98965 and standard error mean 0.63082 on the Self-esteem

respectively. (In the table N means the number of teachers). Independent sample 't' test of Self esteem

| t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
|-------|----|-----------------|-----------------|-----------------------|
| 0.488 | 78 | 0.628 | 0.35 | 0.47986 |

In the above table mean differences for the Self-esteem of Physical education teachers Kulgam and Physical education teachers Anantnag was 0.35. This difference when tested by Independent 't' test, 't' value was found 0.488. Which was not significant at 0.05 significance level for 78 degree of freedom. Therefore the null hypothesis, there is no significant difference in self-esteem between Physical education teachers Kulgam and physical education teachers Anantnag is accepted.



Comparison of mean of Self Esteem between Physical education teachers of Kulgam and Anantnag. Relationship of Self Esteem between Physical Education teachers of Kulgam and Anantnag

| Variable | N | Correlation | Sig. |
|-------------------------------|----|-------------|-------|
| Self-esteem Kulgam & Anantnag | 40 | 0.171 | 0.293 |

Table shows the coefficients of correlation of Self Esteem between Physical Education teachers of Kulgam and Anantnag is positive (p=0.171) and statistically not significant at 0.05 level (p=0.293). This helps to interpret that of Self Esteem between Physical Education teachers of Kulgam and Anantnag are associated with each other of Physical education teachers. It was hypothesized that there will be relationship between of Self Esteem between Physical Education teachers of Kulgam and Anantnag. As the coefficient of correlation between of Self Esteem between Physical Education teachers of Kulgam and Anantnag is positive and but not significant, thus this hypothesis is accepted.

3.2 Discussion of the findings

It was observed from the finding that in self-esteem and all sub scales of Emotional intelligence there was no significant difference between physical education teachers Kulgam and physical education teachers Anantnag from Self Awareness, Empathy, Self-Motivation, Emotional Stability, Managing Relations, Integrity, Self Development, Value Orientation, Commitment and Altruistic Behavior. Therefore the null hypothesis, there is no significant difference in self-esteem and Emotional intelligence between physical education teachers Kulgam and physical education teachers Anantnag is accepted. The mean scores of self-esteem and Emotional intelligence sub scales like Self Awareness, Empathy, Self-Motivation, Emotional Stability, Managing Relations and Altruistic Behaviour shows that Physical Education Teachers Anantnag

have high degree of self-esteem and emotional intelligence than physical education teachers Kulgam. While the mean scores of Emotional intelligence sub scales like Integrity, Self Development, Value Orientation and Commitment shows that physical education teachers Kulgam have high degree of Emotional intelligence than Physical Education Teachers Anantnag.

In the present study we found that there is no significant difference in the self-esteem of Physical education teachers Kulgam and physical education teachers Anantnag. This finding is supported by Riyaz. A.D Veeri (2012) The purpose of this study was to compare physical education teachers and other subject teachers on their levels of self-esteem. The result shows that there is no significant difference between the self-esteem of Physical education teachers Kulgam and physical education teachers Anantnag, thus. Researcher concluded that physical education teachers Kulgam and physical education teachers Anantnag, self-esteem is similar and will not affect their teaching. Rather both groups of teachers are the two sides of a same coin and also are sailing in the same boat in the matter of self-esteem. Erdwins, Carol J.; Mellinger, Jeanne C. 1984 studied the Mid-life women: Relation of age and role to personality. Found no difference among different age groups in personality dimensions like self-esteem, locus of control, achievement and affiliation needs, indices of psychological adjustment. This finding is similar to Guskey's (1988) who concluded that teaching experience was not related to teachers self-esteem. Thus it is concluded that self-esteem of physical education teachers and other subject teachers, don't varied on the basis of their teaching subject. While (Jaquish & Ripple, 1981) concluded that higher self-esteem during middle years. Puglisi & Jackson, 1980 concluded that lower self-esteem in older age. Dr Razeena. K.I (2012) studied Emotional Intelligence and Self-esteem of Physical Education Students in Kerala. It was found that there was no significant correlation between self-esteem and emotional intelligence among physical education students in Kerala. Lane, A.M., Devonport, T. J. and Horrell, A. (2004) studied the Self-efficacy, self-esteem and performance among students taking research methods. Repeated measures analysis of variance indicated a significant interaction effect, whereby individuals high in self-esteem protect self-efficacy more than individuals low in self-esteem following poor performance.

This finding is supported by Dr. Razeena. K.I (2012) Emotional Intelligence and Self-esteem of Physical Education Students in Kerala. The study investigated relationship between Emotional Intelligence and Self-esteem of Physical Education Students in Kerala. It was found that there was no significant correlation between self-esteem and emotional intelligence among physical education students in Kerala.

3.3 Conclusion

In the present study, it was observed that there was no significant difference between physical education teachers of Kulgam and physical education teachers of Anantnag in self-esteem and all sub scales of Emotional intelligence. Finally, Researcher concluded that physical education teachers of Anantnag were have high hold upon themselves, more active, high confidence, high desirable, more handle difficulties, high communication and understandings, and had unselfish concern welfare for others as compare to physical education teachers of Kulgam. On the other hand physical education teachers of Kulgam were have consistency of actions, honesty and truthfulness, strive more for knowledge, high respected, and had fixed agreement to perform a particular activity as

compare to physical education teachers of Anantnag. Coefficient of correlation of Self Esteem between Physical Education teachers of Kulgam and Anantnag is positive ($p=.171$) and statistically not significant at 0.05 level ($p=.293$). This helps to interpret that of Self Esteem between Physical Education teachers of Kulgam and Anantnag are associated with each other of Physical education teachers. It was hypothesized that there will be significant relationship between of Self Esteem between Physical Education teachers of Kulgam and Anantnag. As the coefficient of correlation between of Self Esteem between Physical Education teachers of Kulgam and Anantnag is positive and but not significant, thus this hypothesis rejected.

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