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## Investigation of emotional intelligence among university level male and female players of Chhattisgarh

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### Abstract

Emotional Intelligence may be the best predictor of success in everything they undertake in their lives. Unlike what is claimed about I.Q., we can teach and improve in children and individual some crucial emotional competencies paving the way for increasing their Emotional Intelligence and thus making their lives healthier, more enjoyable and successful in coming days. The purpose of the present investigation was to analyse and compare the emotional intelligence of university level male and female players belong to Chhattisgarh. 40 male and 40 female players from Guru Ghasidas Central University and Bilaspur University, Bilaspur (Chhattisgarh), in various games were selected for the purpose of investigation. Emotional Intelligence Scale (EIS) prepared and developed by Hyde, Pethe and Dhar (1971) consisted of 34 items in respect of ten areas or aspects of emotional intelligence was employed in this study. To assess the emotional intelligence of university level male and female players mean, standard deviation and 't'- ratio were calculated. The results of the study revealed that Male players had greater amount of emotional intelligence than female counter parts. Female players had greater amount of self-motivation than male counter parts.

**Keywords:** Emotional intelligence, gender, university level, players, games, sports

### 1. Introduction

The credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman through his book Emotional Intelligence: Why it can matter more than I.Q., published in 1995. Although the term emotional intelligence has been defined in many best sellers including Goleman 1995 [1] book "emotional intelligence" in a number of ways comprising many personality traits such as empty, motivation, persistence, warmth and social skills yet the most accepted scientific of the term emotional intelligence may be found in the following definition given by Johan D. Mayer and Salovey (1997) [2] book "emotional Development and the Emotional intelligence"

Emotional Intelligence is as powerful and at times more powerful and at times more powerful than I.Q., while I.Q. contributed only about 20% to success in life, the other forces contribute the rest. We can infer that Emotional Intelligence, luck and social class are among those other factors. Thus, emotional intelligence is made up of a set of skills and these skills can be improved through education. Schools serve as the prime location for the promotion of emotional intelligence (Tiwari and srivastava 2004) [3].

Goleman (1998) [4] considered school as one place which can turn to compensate children's deficiencies in emotional and social competence. As such schools face the challenge to teaching as well as nurturing the emotional skills of children.

Emotional intelligence (EI) has emerged as a key concept among researchers and practitioners alike, and is subject to growing interest in sport psychology. Further to this, met analysis results indicate positive relationship between EI and health-related variables and performance variables. To date, only a few studies have examined E.I in sport but the early studies point to encouraging results

Cost and McCrae (1992) [5] found that emotional intelligence significantly predicted grade point average at the end of the year ( $4=.32, P<.01$ ). Further it was highly positively related to openness to experience a trait, a trait from NEO personality inventory. Schutte *et al* (1998) [6] observed that emotional intelligence was negatively and significantly correlated with pessimism ( $r = -.43$ ), depression ( $r = -.37$ ), impulsivity ( $r = -.39$ ), but positively correlated with

greater clarity of feelings ( $r = .52$ ) and greater attention of feelings ( $r = .63$ ). Thingujam and Ram (1999) [7] reported that emotional intelligence was correlated with trait anxiety, coping with stream, and belief in social relations yielding significant  $r = .36, .50$  and  $.27$  respectively. Thingujam and Ram (2000) [8] found that female seemed significantly higher than males on emotional intelligence.

Samuel J. Zizzi, Heather R. Deaner, *et al.* (2003) [9] suggest that components of emotional intelligence appear to be moderately related to pitching performance, but not related to hitting performance. These results support the previous research of R. Smith *et al.* (1995) with baseball players where coping skill were also related more strongly to pitching performance compared to hitting performance. Additionally, the results partially support P. Totterdell's (2000) study where subjective emotional states were related to cricket performance.

David Crombie, *et al.* (2009) [10] showed that team EI was positively associated with the sports performance of the cricket teams. Further, team EI was shown to be a significant predictor of sports performance, with 61% of the variation in the log points explained. This finding suggests EI may contribute to the success of teams participating in complex sports like cricket. Anupama Shrivastava and Anjana Mukhopadhyay (2009) [11] revealed that the affected group is significantly alienated and emotionally immature in awareness and management compared to their comparative normal group. Shobha Nandwana and Kushagra Joshi (2010) [12] concluded that the more emotionally intelligence an adolescent is, more easily he bears the turmoil's and pressures of this age group. The socio cultural, economic and educational variables of tribal population operate as a limiting factor for adolescents to be emotionally intelligent. Thus, to bring this culturally and socially isolated population into the mainstream which is a need for national integration their emotional intelligence needs to be enhanced. Madhavi S. Waddar and Vijayalaxmi A. Aminabhavi (2010) [13] revealed that PG students staying at home have significantly higher self-efficacy and over all emotional intelligence compared to hostilities. An incidental analysis also revealed that demographic variables such as age, gender, order of birth, and caste have significantly contributed to the self-efficacy and emotional intelligence of PG students staying at home and hostel.

Andrew M. Lane, Tracey J. Devonport, *et al.* (2010) [14] demonstrated pleasant emotions associated with optimal performance and unpleasant emotions associated with dysfunctional performance. Emotional intelligence correlated with pleasant emotions in both performances with individuals reporting low scores on the self-report emotional intelligence scale appearing to experience intense unpleasant emotions before dysfunctional performance. We suggest that future research should investigate relationships between emotional intelligence and emotion-regulation strategies used by athletes.

The purpose of the present investigation was to analyse and compare the emotional intelligence of university level male and female players belong to Chhattisgarh.

## 2. Methodology

### 2.1 Selection of Subject

Eighty (40 males and 40 females) players from Guru Ghasidas Central University and Bilaspur University, Bilaspur (Chhattisgarh), in various games age ranging from 18 to 25 were selected by random sampling technique. The

selected team games were basketball and volleyball, while the individual games were athletics and swimming.

### 2.2 Instrument

Emotional Intelligence Scale (EIS) prepared and developed by Hyde, Pethe and Dhar (1971) consisted of 34 items in respect of ten areas or aspects of emotional intelligence namely, Self –awareness, Self –awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Value-orientation, Commitment and Altruistic behaviour respectively was employed for the purpose of the study,. A higher score of the individual in the respective areas, as well as total, shows a higher level of emotional intelligence and lower score a lower level of emotional intelligence.

### 2.3 Procedure

The respondents were consulted personally at the site of their institution about the basic objectives and expectations of the study. The participants filled in the consent form before they actually started responding against the various items the scales. All the male and female players are required to complete the scales to assess their emotional intelligence.

### 2.4 Statistical Analysis

To assess the emotional intelligence of university level male and female players belong to various games and sports. mean, standard deviation and 't- ratio were calculated.

## 3. Results and Discussion

To find out the significance of difference between mean scores of university level male and female players belong to various games and sports in their emotional intelligence, the mean, standard deviation and 't- ratio were calculated and data pertaining to this, has been presented in Table 1 and 2

**Table 1:** Descriptive Statistics of Various Dimensions of Emotional Intelligence of University Level Male and Female Players

S. NO.	Dimensions of Emotional Intelligence	Sex	N	M ± SD
1	Self -awareness	Male	40	15.98±2.62
		Female	40	15.00±1.79
2	Empathy	Male	40	18.28±4.39
		Female	40	18.32±2.02
3	Self-motivation	Male	40	23.10±3.74
		Female	40	22.25±2.38
4	Emotional stability	Male	40	14.65±2.78
		Female	40	14.60±2.23
5	Managing relations	Male	40	15.32±2.47
		Female	40	14.98±1.70
6	Integrity	Male	40	11.02±2.13
		Female	40	10.68±1.62
7	Self-development	Male	40	07.40±1.68
		Female	40	06.90±1.84
8	Value-orientation	Male	40	07.70±1.62
		Female	40	07.18±1.36
9	Commitment	Male	40	08.05±1.60
		Female	40	07.18±1.34
10	Altruistic behaviour	Male	40	07.98±1.41
		Female	40	07.15±1.37
	Total EI	Male	40	129.48±18.88
		Female	40	128.73±29.03

It is evident from Table 1 that the university level male players were found to have greater amount of emotional intelligence in all the dimensions except self-motivation than female counter parts.

**Table 2:** Significance of Differences between Mean Scores of University Level Male and Female Players on Various Dimensions of Emotional Intelligence

S. NO.	Dimensions of Emotional Intelligence	Sex	M	MD	$\bar{d}$ DM	t-ratio
1	Self-awareness	Male Female	15.98 15.00	0.98	0.50	1.96
2	Empathy	Male Female	18.28 18.32	0.04	0.76	0.05
3	Self-motivation	Male Female	23.10 22.25	0.85	0.70	1.21
4	Emotional stability	Male Female	14.65 14.60	0.05	0.56	0.09
5	Managing relations	Male Female	15.32 14.98	0.34	0.48	0.71
6	Integrity	Male Female	11.02 10.68	0.34	0.42	0.80
7	Self-development	Male Female	07.40 06.90	0.50	0.39	1.28
8	Value-orientation	Male Female	07.70 07.18	0.52	0.33	1.58
9	Commitment	Male Female	08.05 07.18	0.87	0.33	2.64*
10	Altruistic behaviour	Male Female	07.98 07.15	0.83	0.31	2.68*

Significant at.05 level  
t.05 (78)=1.99

It is clearly evident from Table 2 that there was no significant differences between mean scores of university level male and female players in Self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, and Value-orientation dimensions of emotional intelligence, as the obtained t-values of 1.96, 0.05, 1.21, 0.09, 0.71, 0.80, 1.28 and 1.58 respectively were less than the required t-05 (78) =1.99. It indicates that male and female were found to have similarity in eight dimensions of emotional intelligence.

But they had significant differences between mean scores of university level male and female players in Commitment and Altruistic behaviour dimensions of emotional intelligence, as the obtained t-values of 2.64 and 2.68, respectively were high than the required t-05 (78) =1.99. It indicates the dissimilarity between male and female players in two dimensions of emotional intelligence. which may be due gender differentiation and educational background.

#### 4. Conclusions

1. Male players had greater amount of emotional intelligence than female counter parts.
2. Female players had greater amount of self-motivation than male counter parts.
3. Male and female players had similarity in most of the dimensions of emotional intelligence.

#### 5. Suggestions

The present study may be replicated on more sample of Indian players of various sports and Games. Educational institutes should organize the counseling camp to remove the differences in emotional intelligence between gender. Same study may be performed on National and International players of both sexes

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