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Manipulation of sports involvement on social intelligence power of the non-sportsperson and sportsperson

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Abstract
The purpose of the study is to find out the social intelligence power of the non-sportsperson and sportsperson. So, researcher attempted to investigate "Manipulation of sports involvement on social intelligence power of the non-sportsperson and sportsperson"
To determine social intelligence the scale organised by Chadda & Ganesan (1986) was used. The sample consisted of 35 non-sportsperson and sportsperson of 17-22 age range, the collected data was tested by applying 't; scale and obtained 't' score of poignant intelligence is 7.184, but mean score of both group i.e. 100.00 and 94.4800 correspondingly, but this shows that there difference in the score of Social intelligence Students with evaluating to their counterpart i.e. non sportsperson, and calculated 't' value is 7.184 it greater than table value 0,05 level, hence hypothesis sportsperson would have higher level of Social intelligence is accepted and null hypothesis is rejected.

Keywords: Social Intelligence, Non-Sportsperson, Sportsperson.

Introduction
Intelligence has been defined in many different ways such as in terms of one's capacity for logic, abstract thought, understanding, self-awareness, communication, learning, emotional knowledge, memory, planning, creativity and problem solving. It can also be more generally described as the ability to perceive information and retain it as knowledge for applying to itself or other instances of knowledge or information, thereby creating referable understanding models of any size, density, or complexity, due to any conscious or subconscious imposed will or instruction to do so.
Intelligence is most widely studied in humans, but has also been observed in non-human animals and in plants. Artificial intelligence is intelligence in machines. (i.e., software)
Within the discipline of psychology, various approaches to human intelligence have been adopted. The psychometric approach is especially familiar to the general public, as well as being the most researched and by far the most widely used in practical settings.
Intelligence derives from the Latin verb intelligere, to comprehend or perceive. A form of this verb, intellects, became the medieval technical term for understanding, and a translation for the Greek philosophical term nous. This term was however strongly linked to the metaphysical and cosmological theories of teleological scholasticism, including theories of the immortality of the soul, and the concept of the Active Intellect (also known as the Active Intelligence). This entire approach to the study of nature was strongly rejected by the early modern philosophers such as Francis Bacon, Thomas Hobbes, John Locke, and David Hume, all of whom preferred the word "understanding" in their English philosophical works. Hobbes for example, in his Latin De Corpore, used "intellects intelligent" as a typical example of a logical absurdity. The term "intelligence" has therefore become less common in English language philosophy, but it has later been taken up (with the scholastic theories which it now implies) in more contemporary psychology.
Here, we talk about social intelligence. Social Intelligence (SI) is the ability to get along well with others, and to get them to cooperate with you. Sometimes referred to simplistically as "people skills," SI includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns.

From the standpoint of interpersonal skills, Karl Albrecht classifies behaviour toward others as falling somewhere on a spectrum between "toxic" effect and "nourishing" effect. Toxic behaviour makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behaviour makes people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behaviour indicates a low level of social intelligence - the inability to connect with people and influence them effectively. A continued pattern of nourishing behaviour tends to make a person much more effective in dealing with others; nourishing behaviours are the indicators of high social intelligence.

Social intelligence is closely related to cognition and emotional intelligence. Research psychologists studying social cognition and social neuroscience have discovered many principles which human social intelligence operates. In early work on this topic, psychologists Nancy Cantor and John Kihlstrom outlined the kinds of concepts people use to make sense of their social relations.

M Babu defines social intelligence as "the ability to deal efficiently and thoughtfully, keeping one's own identity, employing apposite social inputs with a wider understanding of social environment; considering empathetic co-operation as a base of social acquaintance."

More recently, popular science writer Daniel Goleman has drawn on social neuroscience research to propose that social intelligence is made up of social awareness (including empathy, attunement, empathic accuracy, and social cognition) and social facility (including synchrony, self-presentation, influence, and concern). Goleman's research indicates that our social relationships have a direct affect on our physical health, and the deeper the relationship the deeper the impact. Effects include blood flow, breathing, mood such as fatigue and depression, and weakening of the immune system.

Educational researcher Raymond H. Hartjen asserts that expanded opportunities for social interaction enhance intelligence. This suggests that children require continuous opportunities for interpersonal experiences in order to develop a keen 'inter-personal psychology'. Traditional classrooms do not permit the interaction of complex social behaviour. Instead, students in traditional settings are treated as learners who must be infused with more and more complex forms of information. The structure of schools today allows very few of these skills, critical for survival in the world, to develop. Because we so limit the development of the skills of "natural psychologist" in traditional schools, graduates enter the job market handicapped to the point of being incapable of surviving on their own. In contrast, students who have had an opportunity to develop their skills in multi-age classrooms and at democratic settings rise above their less socially skilled peers. They have a good sense of self, know what they want in life and have the skills to begin their quest.

The issue here is psychology versus social intelligence as a separate and distinct perspective, seldom articulated. An appropriate introduction contains certain hypothetical assumptions about social structure and function, as it relates to intelligence defined and expressed by groups, constrained by cultural expectations that assert potential realities, but make no claims that there is an "exterior" social truth to be defined. This perspective pursues the view that social structures can be defined with the warning that what is mapped into the structure and how that information is stored, retrieved, and decided upon are variable, but can be contained in an abstract and formal grammar - a sort of game of definitions and rules that permit and project an evolving intelligence. Two halves of the coin: one half psychologies; the other half social. Unfortunately, most references to social intelligence relate to an individual's social skills. Not mentioned, and more important, is how social intelligence (speaking of a group or assembly of groups) processes information about the world and shares it with participants in the groups.

Statement of the Problem

Study is proposed to measure that how the sports involvement and physical education activities expand personality and attitudes of the participants, hence scholar is going to investigate the Manipulation of sports involvement on social intelligence power of the non-sportsperson and sportsperson. The study was assumed ex-post research method to measure their influence on social intelligence variables.

Methodology

This study purposes to measure manipulate of sports involvement on Social intelligence power of non-sportsperson and sportsperson of C.D.L.U, Sirsa. 35 sportsperson and 35 non-sports person students were taken by using the purposive sampling techniques; the scale developed by Chadda & Ganesan (1986) was managed on sports person and non-sports person students.

Analyses and Discussion of Result

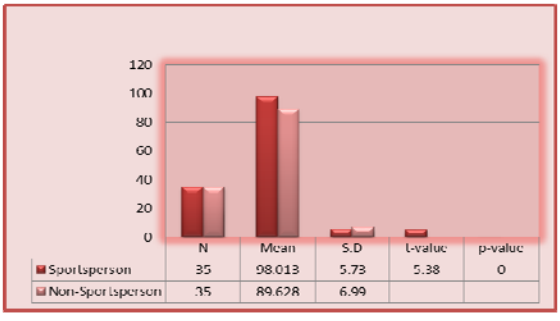
The researcher accepted the research to observe the manipulate of sports involvement on Social intelligence power of non-sportsperson and sportsperson, because sports involvement plays significant role in initial the personality of a person, it provides assorted opportunity to depiction and have qualitative and scientific training and huge experience of the sports tournaments. Obtained data was calculated and hypothesis was tested, the results are as following:

Tables 1: Mean, SD and t-values on different dimensions and social intelligence power of the two groups

Subjects	N	Mean	S.D	t-value	p-value
Sportsperson	35	98.013	5.73	5.38	0.000
Non-Sportsperson	35	89.628	6.99		

Significance value at 0.05

Table I Mean difference between the scores sportsperson and non-sportsperson in social intelligence From table 1, there is significant difference between the sportsperson and non-sportsperson students on the variable of Social Intelligence is seen, the calculated' value 5.38 was found greater than tabularized value of 0.05 The formulated hypothesis there is positive power of sports involvement on social intelligence was received.



Graph 1: Mean, SD and t-values on different dimensions and social intelligence power of the two groups

Discussion

After collecting the data it was originated that there is significant difference in social intelligence power of the two groups. The sportsperson scored more on the social intelligence variable (M = 98.013) than non-sportsperson students (M= 89.628) in malice of the fact that subjects of both the groups were approximately of same backgrounds of regional and culture as for as their games and sports activities involvement and quality of education in are concerned. But the students of non-sportsperson were graduates in different subjects and seem to have faced diverse atmospheres so it might have been the motive of the difference on the variable of social intelligence, sports might have positively subjective on social intelligence development comparing their counter group.

Conclusion

The usual physical activities course should be the part of the college and university curriculum to see and expand melodious expansion of the body and mind and develops the social and psychological values among the sportsperson.

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