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A comparative study of emotional intelligence between female sports persons and female non-sports persons of Apex University Jaipur Rajasthan

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Abstract

Emotional intelligence is the ability to sense, understand and effectively apply the power of emotion as a source of energy, information, creativity, trust and connection. Many researches have already been done on these two variables and correlations of these two have also been found under different conditions in different fields. The researcher was the student of post graduate teaching department of physical education of Apex University Jaipur and he observed that there is a lot of difference of Emotional intelligence between Professional and Academic students. Hence the researcher has taken the study "Comparative Study of Emotional intelligence between female sports persons and female non-sports persons of Jaipur city". for the present study the subjects were selected from various departments of Apex University Jaipur.

The purpose of the study is to investigate the difference between emotional intelligence of female's sports person and non-sports person. The sample for the study comprise of randomly selected 50 females with 25 females sports person and 25 females non-sports person. Emotional intelligence scale (EIS) by Dr. Sheetla Prasad (2009) were used data collection. In this study 50 Questionnaire of Emotional intelligence were distributed among the female sports persons and non-sports persons. For the present Study the standard Questionnaire of Emotional intelligence was used for the collection of data. In the beginning of the study it was hypothesized that there will be significant difference in Emotional intelligence of female sports persons and non-sports persons of Apex University Jaipur. After the systematic collection and analysis of data it is found that there is a significant difference in Emotional intelligence of female sports persons and non-sports persons of Jaipur city. Hence the hypothesis which was given by the researcher is accepted.

Keywords: Emotional intelligence, sports persons and female non-sports persons etc.

Introduction

Generally, Physical Education is misunderstood to mean physical activity or merely drill. It is necessary to provide knowledge regarding true meaning and scope of physical education. The aims and objectives of physical education are also being stated in detail so as to enable the students to understand the basic concept of the subject. It is also pertinent to deal with the controversy whether physical education is an art or science. Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and or research. Education may also include informal transmission of such information from one human being to another. Education frequently takes place under the guidance of others, but learners may also educate themselves (autodidactic learning). Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. The science and art of how best to teach is called pedagogy. A right to education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to an education. Although education is compulsory in most places up to a certain age, attendance at school often isn't, and a minority of parents chooses home-schooling, sometimes with the assistance of modern electronic educational technology (also called e-learning).

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Education can take place in formal or informal settings. Human beings have been very active and creative by nature and physical activity has been part of their life all along since evolution. For primitive man, search for food and shelter was the first activity. This first physical activity was necessitated by his instinct for survival. Physical activity was the first mode of communication; it was also a means of expression. The study of historical development of physical education in India more efficiently we should study the development of physical education from ancient period till this day our poor cultural habits of not wiring in history and the fact that no concise history of education including field of physical education in India is found written.

As physical education and sports help in the development of fundamental skills essential for the daily life activities of the human beings and social skills, which aid in making him a well-adjusted and useful member of society? A highly systematic, well developed programmed of physical education, sports and games is basically a product of modern historical era. Although exercise fundamentally is a large part of physical education, sports and games, a close examination of the lines of the previous societies of man reveal that exercise alone is not true representation of such activities but man has always had a propensity or natural bent for physical education, sports and games.

Concept of emotional intelligence

Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. There are three models of Emotional Intelligence. The ability model, developed by Peter Salovey and John Mayer, focuses on the individual's ability to process emotional information and use it to navigate the social environment. The trait model as developed by Konstantin Vastly Petridis, "encompasses behavioral dispositions and self-perceived abilities and is measured through self-report".

The final model, the mixed model is a combination of both ability and trait Emotional Intelligence. It defines Emotional Intelligence as an array of skills and characteristics that drive leadership performance, as proposed by Daniel Goldman. Studies have shown that people with high Emotional Intelligence have greater mental health, exemplary job performance, and more potent leadership skills. Markers of Emotional Intelligence and methods of developing it have become more widely coveted in the past few decades. In addition, studies have begun to provide evidence to help characterize the neural mechanisms of emotional intelligence. Criticisms have centered on whether EI is a real intelligence and whether it has incremental validity over IQ and the Big Five personality traits.

Salovey and Mayer (1990) coined the term emotional intelligence and described it as a form 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 action. Mayer and Salovey (1997) elaborated that emotional intelligence was the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. The ability model, developed by Peter Salovey and John Mayer, focuses on the individual's ability to process emotional information

and use it to navigate the social environment.

Emotional intelligence according to them involves areas such as identifying emotions; the ability to recognize how you and those around you are feeling using emotions the ability to generate emotional and then reason with this emotion, understanding emotions the ability to understand complex, emotions and emotional chains', how emotions transition from one stage to another, and managing emotions the ability which allows you to manage emotions in yourself and in others.

Dimensions of Emotional Intelligence

Emotional intelligence calls for acquisition of certain emotional skills. Managers have to learn skills to be star performers and achieve success in their professional life. The three dimension of emotional intelligence.

1. Emotional Competency

The capacity to tactfully respond to emotional stimuli elicited by various situations, having high self-esteem and optimizing communication skills.

2. Emotional Maturity

The ability to evaluate emotions of oneself and other; identify and express feeling; balance the state of hearts and mind; appreciate others point of view develop others; delay gratification of immediate psychological satisfaction; and being adaptable and flexible.

3. Emotional Sensitivity

Constitutes understanding the threshold of emotional arousal; managing the immediate comfort with others and letting others feel comfortable in your company.

Purpose of the study

The main purpose of the present study was to find out the emotional intelligence of female sports persons and female non-sports persons of Jaipur city.

1. To find out the relationship of emotional intelligence of female sports persons and female non-sports persons of Jaipur city.
2. To find out the emotional intelligence of female sports persons of Jaipur city.
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Methodology

Source of data

For the Present study the Subjects were selected from various Physical and Academic colleges of Jaipur which were

affiliated to Jaipur University, Jaipur.

Selection of Subjects

For the present study 50 female players were selected. 25 were female sports persons and 25 were female non-sports persons of Jaipur city.

Sampling Methods

The subjects were selected by using random sampling method.

Equipments used for Collection of Data

The data pertaining to emotional intelligence was collected through standard questionnaire prepared by Dr. Sheetla Prasad, "Emotional Intelligence Test". The Emotional Intelligence (EI) scale is the set of 40 questions and each question has five responses viz. Self-confident, trustworthy, innovative, conscientious, and adjusted.

Criterion Measures

Following are the criterion measures which were responsible for collection of data, to testing the hypothesis.

Emotional Intelligence

Standard questionnaire namely "Manual of Emotional intelligence scale (EIS) questionnaire prepared by Dr. Sheetla Prasad" was used to know emotional intelligence of female sports persons and female non-sports persons of Jaipur city. The questionnaire of "Emotional intelligence scale" Following are 40 statement. Each has five probable answers and each is more or less important for you or any other person. Each statement of this questionnaire was with five options or responses and these responses were

1. Self-confident
2. Trustworthy
3. Innovative
4. Conscientious
5. Adjusted

1 score has been allotted to the each response.

Collection of data

The data pertaining to the study was collected by standard questionnaire of emotional intelligence. By keeping in consideration the present study taken by researcher to test the hypothesis. The Standard questionnaire namely "Manual of Emotional intelligence scale (EIS) questionnaire prepared by Dr. Sheetla Prasad" was personally distributed to 25 female sports persons and 25 female non-sports persons of Jaipur city to collect data for this study. The data has been analysed by using 't' test.

Statistical Technique

E.G.- Experimental group, C.G.-Control group, -N-number of subjects in group, M-mean score, MD-mean difference between pre and post scores, SD-standard deviation of test scores 't'-t' value, H-hypothesis, df-degree of freedom, 't' follows t distribution with (N1+ N2-2) in .05 level of significance.

Analysis of data

The data obtained from the responses given by female sports persons and female non-sports person son the Manual of Emotional intelligence Scale questionnaire prepared by Dr.

Sheetla Prasad was analyzed by using statistical technique Product Moment Method in the Inter-Correlation Matrix to find out the relationship in Emotional intelligence of female sports persons and female non-sports persons of Jaipur city.

Findings

For the present study, the data was collected from female sports persons and non-sports persons of Jaipur city. The statistical result was undertaken from female sports persons and female non-sports persons of Jaipur city. The data collected from the subjects has been statistically analyzed and has been shown in separate tables given below. The data pertaining to Emotional intelligence was collected through a Questionnaire "Manual of Emotional intelligence Scale" consists of 40 items. The data collected from female sports persons and female non-sports persons was referred to the norms prepared by Dr. Sheetla Prasad. The result of the data of Emotional intelligence among female sports persons and female non-sports persons is shown in the table given below.

Formula

$$\text{Mean} = \frac{\sum x}{N}$$

$$\text{Standard Deviation} = \sqrt{\frac{\sum x^2}{N}}$$

$$\text{Mean difference} = \text{Mean 1} - \text{Mean 2}$$

$$\text{Standard Error} = \sqrt{\frac{(S.D1)^2}{N} + \frac{(S.D2)^2}{N}}$$

$$\text{'t' Ratio} = \frac{\text{Mean Difference}}{\text{Standad Error}}$$

Table 1: Showing the table of Mean, S.D., M.D., S.E. 't' ratio for Emotional Intelligence of sports and Non-sports persons for self-awareness (A-Factor)

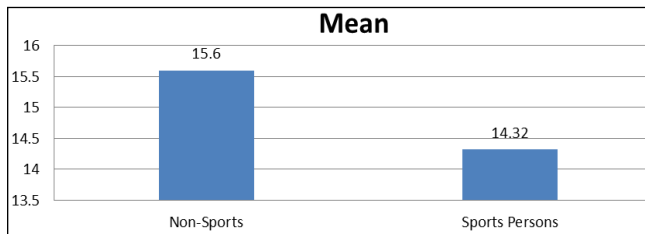
	Mean (M)	Standard Deviation (S.D)	Mean Difference (M.D)	Standard Error (S.E)	't' Ratio
Non-Sports	16.4	2.05	0.4	0.14	2.86
Sports Person	16	1.94			

According to the table No.1 the mean scores (M) for Emotional intelligence of Non-sports persons was 16.4 and mean score of sports person was 16. The 't' ratio calculated is 2.86. This table shows that there is significant difference. Table No. 1 shows that Non-sports persons have a high level of emotional intelligence than sports than female persons.

Table 2: Showing the table of Mean, S.D., M.D., S.E. 't' ratio for Emotional Intelligence of sports and Non-sports persons for Emotional Stability (D-Factor)

	Mean (M)	Standard Deviation (S.D)	Mean Difference (M.D)	Standard Error (S.E)	't' Ratio
Non-Sports	15.6	2.65	1.28	0.44	2.90
Sports Person	14.32	3.48			

According to the Table No 2 the emotional intelligence for emotional stability. In the Table No 3 mean scores (M) for emotional intelligence of Non-sports persons was 15.6 and mean score of sports person was 14.32. The 't' ratio was found to be 2.90. Table No 3 shows that Non-sports female persons have a high level of emotional intelligence than sports female persons.

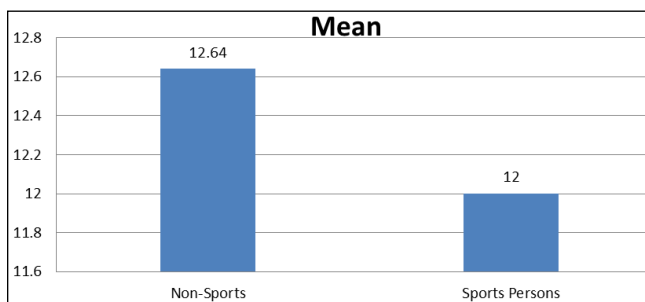


Graph 1: Showing the Graph of Mean Difference between Emotional Intelligence of Sports and Non-Sports person for Stability (D-factor)

Table 3: Showing the table of Mean, S.D., M.D., S.E. 't' ratio for Emotional Intelligence of sports and Non-Sports person for Integrity (F-Factor)

	Mean (M)	Standard Deviation (S.D)	Mean Difference (M.D)	Standard Error (S.E)	't' Ratio
Non-Sports	12.64	1.59	0.64	0.17	3.76
Sports Person	12	0.36			

According to the Table No. 4 the mean scores (M) of Non-sports persons was 12.64 and mean score of sports person was 12. The 't' ratio was found to be 3.76. Table No 4 shows that Non-sports female persons have a high level of emotional intelligence than sports female persons.



Graph 4: Showing the Graph of Mean Difference between Emotional Intelligence of Sports and Non-Sports person for Integrity (F-factor)

Conclusion

With the limitations of the study and from the statistical analysis of the collected data it is concluded that there is found significant difference in Emotional intelligence of female sports persons and female non-sports persons of Jaipur city.

In view of the results obtained the following conclusion can be made:

1. Most of the female's sports person have a high level of Emotional intelligence.
2. Females sports persons and Non-sports have different level of Emotional intelligence.
3. Some female's sports person are emotionally stronger than females non-sports person.

Recommendation of the further study

1. Similar study can also be conducted to know other psychological variables.
2. Similar study can also be conducted to know the Anxiety and aggression among school students.
3. The similar study can also be conducted on male sports person and non-sports person.

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