

A Study of Emotional Intelligence of Players and Non-Players

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Abstract: *The present study has been undertaken to study the emotional intelligence of players and non players and to compare emotional intelligence of male, female players and non players. The sample of 200 secondary school students (100 players and 100 non players) was selected from the different Schools of Ludhiana city. The results revealed the significant difference in emotional intelligence of male, female players and non players. The result may be useful to the parents and school administration to understand the fact that there is a need to enhance the emotional intelligence of male and female non-players. Also emphasizes the role of games and sports in bringing good mental health and emotional satisfaction.*

I. Introduction

The present generation of children is more emotionally troubled than the past. On an average, children are growing more loudly and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive. So there is an increasing need to address the emotional health of our children and adolescents. The present study is being undertaken under the premise that emotions which have the power to shape the destiny of an individual need to be trained, guided and directed. In order to prepare better students for this new century, it might be better to include emotional intelligence in lives of adolescent boys and girls. Sports activity is integral to the all-round development of human personality. Sports bring pleasure due to emotional overtones and outward focus of attention in sports activities. Emotional overtones of sports life removes boredom of daily routines and adds depths of feeling in coloured life. Outward focus of attention in sport brings not only well mental health but also emotional satisfaction.

Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, managing emotions well in ourselves and in our relationships. It is being able to monitor our feelings and emotions, to discriminate among them and to use these to guide our thinking and actions. Mayer and Salovey (1995) defined Emotional Intelligence as, "The capacity to reason with emotion in four areas to perceive emotion, to integrate it in thought, to understand it and to manage it. Thus, Emotional Intelligence is the unitary ability which is helpful in knowing, feeling and judging emotions in close co-operation with one's thinking process to behave in a proper way for the ultimate realization of the happiness and welfare of the self in tune with others.

II. Emergence Of The Problem

Emotional pressure is increasing day by day which has led to unbalanced personalities in the society. It is the need of hour to make adolescents emotionally intelligent and balanced because it is basis of all development. The games provide experiences which provoke participants to understand how their own levels of Emotional Intelligence influence their everyday's actions, reactions and interactions and thus their success. The coach should advise the players and athletes to keep their emotions under control so that their physical activities and movements of muscles are not affected in a negative way.

The players and athletes should be trained in such a way that they do not allow their emotions to become tense. Thus arises the need to have higher emotional intelligence among adolescent players and non-players so that a delicate balance is achieved between cognition and emotion. Therefore, there is great need to study Emotional Intelligence of players and non-players at Secondary school level.

III. Objectives Of The Study

- To study the emotional intelligence of players.
- To study the emotional intelligence of non-players.
- To compare the emotional intelligence of male players and male non-players.
- To compare the emotional intelligence of female players and female non-players.
- To compare the emotional intelligence of players and non-players.

IV. Hypotheses

There exists no significant difference in emotional intelligence of male players and male non-players.

There exists no significant difference in emotional intelligence of female players and female non-players.
There exists no significant difference in emotional intelligence of players and non- players

Delimitations of The Study

The study was conducted on the secondary school students of Ludhiana city only.
The study was confined to 100 players and 100 non-players.
The study was delimited to the students of 9th and 10th class only.

Research Method Used

The descriptive survey method of investigation was employed in the present study.

Sample of the Study

In view of the time at the disposal of the investigator and also the scope of the study, the sample was selected on the basis of convenience and therefore, the sample of 200 secondary school students (100 players and 100 non-players) was selected from the schools of Ludhiana city.

Tools Used

For the present study, Emotional Intelligence Scale (E.I.S) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) was used to collect the relevant data for measuring Emotional Intelligence.

Procedure For Collecting The Data

For collecting the data, investigator personally selected different schools of Ludhiana city and permission was sought from the head of the institution for collecting data . The investigator clearly told the students that this data collection will be used only for the purpose of research work so that they can answer honestly. Instructions were read out to the students and Emotional Intelligence Scale was given to the students. The investigator cleared all the queries and doubts of the students. All the response sheets were thoroughly checked for no item would be left out. The whole tool was completed in one sitting with no interval in between. After administering the tool, the response sheets were scored according to the directions given in the manual.

Statistical Techniques Used

To have a clear and meaningful picture for the interpretation of the data and testing the hypotheses, the data was subjected to the following techniques: Numerical determinant of normality like Mean, Median, Mode and Standard Deviation were used to ascertain, the nature and distribution of scores on the variable of emotional intelligence. Test of Significance ('t' test) was applied to know whether the difference between the means of players and non-players is significant or not at any particular level of significance.

Interpretation And Discussion

To investigate the significance of difference between the means, if any, of emotional intelligence of players and non-players at secondary school level on the basis of gender was assessed in terms of their scores in the test and t-test was employed.

Table 4.2.1 Significance of the Difference between Mean Scores of Emotional Intelligence of Male Players and Male Non-Players

S.No.	Group	N	M	S.D	SE _M	t-value
1.	Male Players	50	129.2	8.02	1.13	2.57**
2.	Male Non-Players	50	122.3	13.76	1.95	

**significant at 0.01 level

Table 4.2.1 revealed that the mean scores of emotional intelligence of male players and male non-players as 129.2 and 122.30 respectively and their standard deviation as 8.02 and 13.76 respectively. The t-ratio is 2.57 with $d_f=98$ which is significant at 0.01 level of significance. This revealed that a significant difference exists between mean scores of emotional intelligence of male players and male non-players. Therefore, the hypothesis 1 stating that there exists no significant difference in the mean scores of emotional intelligence of male players and male non-players stands rejected. As the mean score of male players is higher than that of male non-players, therefore, it may be said that the male players possess significantly higher emotional intelligence than their non-player counterparts.

Fig. 4.2.1 Bar Graph showing Difference of Mean Scores of Emotional Intelligence of Male Players and Male Non-Players

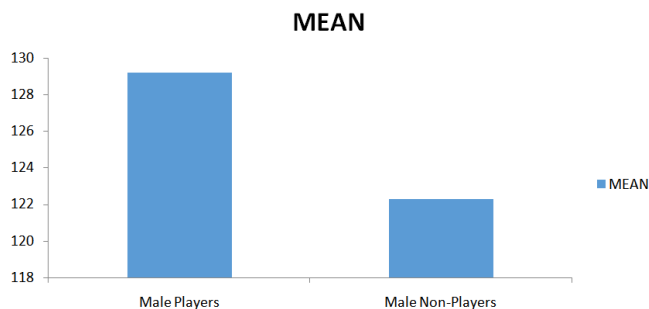


Table 4.2.2 Significance of the Difference between Mean Scores of Emotional Intelligence of Female Players and Female Non-Players

S.No.	Group	N	M	S.D	SE _M	t-value
1.	Female Players	50	138.4	12.18	1.72	2.89**
2.	Female Non-Players	50	130.2	15.90	1.96	

**significant at 0.01 level

Table 4.2.2 revealed that the mean scores of emotional intelligence of female players and female non-players as 138.4 and 130.2 respectively and their standard deviation as 12.18 and 15.90 respectively. The t-ratio is 2.89 with $d_f=98$ which is significant at 0.01 level of significance. This revealed that a significant difference exists between mean scores of emotional intelligence of female players and female non-players.

Therefore, the hypothesis 2 stating that there exists no significant difference in the mean scores of emotional intelligence of female players and female non-players stands rejected.

As the mean score of female players is higher than that of female non-players, therefore, it may be said that the female players possess significantly higher emotional intelligence than their non-player counterparts.

Fig. 4.2.2 Bar Graph showing Difference of Mean Scores of Emotional Intelligence of Female Players and Female Non-Players

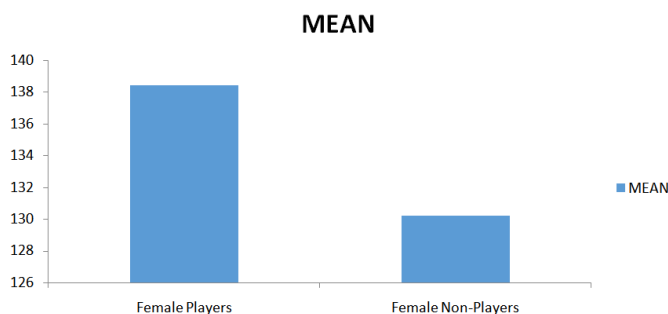


Table 4.2.5 Significance of the Difference between Mean Scores of Emotional Intelligence of Players and Non-Players

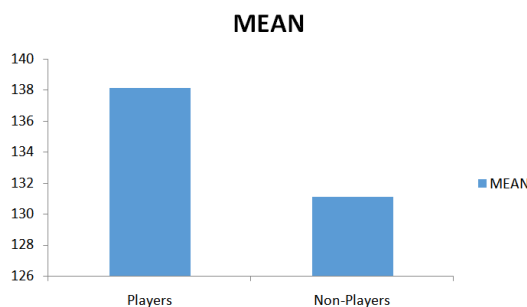
S.No.	Group	N	M	S.D	SE _M	t-value
1.	Players	100	138.1	16.49	1.65	2.88**
2.	Non-Players	100	131.1	18.9	1.89	

**significant at 0.01 level

Table 4.2.5 revealed that the mean scores of emotional intelligence of players and non-players as 138.1 and 131.1 respectively and their standard deviation as 16.49 and 18.9 respectively. The t-ratio is 2.88 with $d_f=198$ which is significant at 0.01 level of significance. This revealed that a significant difference exists between mean scores of emotional intelligence of players and non-players. Therefore, the hypothesis 3 stating that there exists no significant difference in the mean scores of emotional intelligence of players and non-players stands rejected.

As the mean score of players is higher than that of non-players, therefore, it may be said that the players possess significantly higher emotional intelligence than their non-player counterparts.

Fig. 4.2.5 Bar Graph showing Difference of Mean Scores of Emotional Intelligence of Players and Non-Players



Major Conclusions

The following are the major conclusions of the present study:-
It is concluded from the present study that male players possess significantly higher emotional intelligence than their non-player counterparts. This study revealed that the female players possess significantly higher emotional intelligence than their non-player counterparts. The present study revealed that the players possess significantly higher emotional intelligence than their non-player counterparts.

Educational Implications

The study has following educational implications: Present study reported that the male players and female players are found to have higher emotional intelligence than their non-player counterparts. So, it may be recommended that there is a need to enhance the emotional intelligence of male and female non-players so that they can deal effectively with their own and others emotions which will help them in solving the problems and to live an effective life. Present study concluded that the players possess significantly higher emotional intelligence than their non-player counterparts. So this indicates that games and sports play a very vital role not only in bringing good mental health but also in providing emotional satisfaction.

V. Conclusions

It is important for teachers and parents to convey to their children the importance of Emotional Intelligence by being emotionally expressive towards themselves. Students should be allowed to handle their emotions with their friends, family and others independently. Group activities and teamwork which help children to develop control over their emotions and handle relationships, should be encouraged. Games provide experiences which provoke participants to understand how their own levels of emotional intelligence influence their everyday's actions, reactions and interactions and thus their success. Therefore, the children at secondary level should be trained in such a way that they do not allow their emotions to become tense.

VI. Suggestions For Further Research

The present study was confined to only Ludhiana city, it is therefore suggested that comparative study may be conducted on more than one city. The study should be conducted on large sample to reach to very definite conclusions. Variables like academic achievement, achievement motivation, spiritual intelligence, home environment, adjustment of adolescent players and non-players in relation to emotional intelligence may be undertaken for the research work.

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