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The Effect of Sportsmen Participation on Emotional Intelligence among UG Level Student of Tumkur University

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Abstract

Many educators and psychologists believe that students who receive an exclusively academic environment may be ill equipped for future challenges, both as individuals as well as members of the society. Certain instances come in our day to day life wherein the brightest students in a class did not succeed later in their lives as individuals having well rounded personalities as compared to their less intellectual counterparts. These examples are particularly evident in various fields like politics, business and administration (Singh, 2002). But then a question arises what is it that helps a person to succeed in life other than intelligence? Which human quality is it that helps people to function better in all spheres from career to personal life? With the dawn of 21st century, the human mind added a new dimension which is now being held responsible more for success than intelligence. This is termed as Emotional Intelligence and is measured as EQ (Emotional Quotient).

Keywords: Emotional Intelligence, Sportsmen, UG Student.

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Introduction

Concept of Emotional Intelligence- Over the past several years the term emotional intelligence has received much attention as a factor that is useful in understanding and predicting individual's performance at work, at home, at school etc. The concept of Emotional Intelligence was first introduced by Salovey and Mayer in the early 1990's and made popular by Daniel Goleman with publication of his book: "Why it can matter more than IQ" in 1995. Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. According to Mayer and Salovey (1993), emotional intelligence is 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. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathies, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one's own motivation. Emotional intelligence plays a key role in determining life success.

Statement of the Problem

To study the effect of sportsmen participation on emotional intelligence among UG Level students of Tumkur University.

Objectives

1. To assess the emotional intelligence among UG Level students who are active in sports.
2. To compare the level of emotional intelligence among UG Level students who are active in sports and non active sports.

Hypothesis

"Sports participation enhances emotional intelligence among UG Level students of Tumkur University".

Research Design

Between two group research design is used.

Sampling

The data was collected from a sample of 100 UG Level students who come under the age group of 18 to 23. Among them 50 were boys who are actively involving in competitive sports and other 50 boys who are not involved into any kind of competitive sports.

Variables

Independent variable: Sports participation

Dependent variable: Level of Emotional Intelligence

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Measures

1. A detailed interview schedule is prepared to collect the demographic details of the subjects.
2. Mangal Emotional Intelligence Inventory Mangal and Mangal (2004).

Methodology

In order to collect data the survey method was used. The sample of the study consisted of 100 students who were studying in different Colleges situated in Tumkur city. Only students of classes of UG students were taken for the study. Among them 50 boys who were actively involving in competitive sports and 50 boys who are not involved in any kind of competitive sports for the study. To collect necessary information for this study, investigator specially designed interview schedule was used along with Emotional Intelligence Inventory developed by Dr. S.K. Mangal and Mrs. Shubra Mangal. Emotional Intelligence Inventory has 100 items, 25 each from the four areas to be answered as "yes" or "no". The mode of response to each item is either "yes" or "no" indicating complete agreement or disagreement with the proposed statement. Tool has both positive and negative items. For scoring one mark is provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence. In order to test the hypotheses, investigator applied t-test.

Analysis and Interpretation

In the present study researcher intends to examine the level of emotional intelligence among students who participate in competitive sports and students who do not participate in any kind of competitive sports.

Table 1

Shows the mean, standard deviation and t-test of sport participants and non participants

	N	Mean	S.D	T-Ratio
Sports Persons	50	47.16	10.467	5.38
Non-Sports Persons	50	37.14	7.959	

Graph showing the mean value of the boys who participate actively in sports and who do not take part in any kind of sports. It is observed from the above table that t- value of 5.38 was found significant at 0.01 levels. Based on the obtained results it can be observed that the students who are actively involving in competitive sports have higher emotional intelligence level when compared with non participants. In other words, it is implied that participation in sports positively influence on emotional intelligence.

Conclusion

On the basis of the results which were obtained it can be concluded that sports play an important role in the increasing the emotional intelligence of an individual

and in turn in helps him to cope with the environment in which he lives.

Limitation and Suggestions

1. Sample restricted to only boys and chosen from Tumkur city.
2. Since the sample was small the study can't be generalized.
3. The study was restricted only to state level players. It could have been including higher level participation also.
4. The study is confined only to the secondary school children.

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