



Study of Emotional Intelligence Among School Students

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Abstract

The present study was design to study of Emotional intelligence among male and female school students. Total 120 school students were included in the study 60 students playing in individual game and 60 players from team games. The two way analysis of variance is used for compare the group of gender and sportsman. Emotional intelligence scale developed by Anukool Hyde is used in this study. The result shows that there is significant difference of emotional intelligence among male and female school students. Female school student's level of emotional intelligence is higher than the male school students. There is significant difference of emotional intelligence among individual and team sportsman. Team sportsman level of emotional intelligence is higher than the individual sportsman.

Key Word: Emotional intelligence and School students.

Introduction:

Emotions are involved in everything people do: every action, decision and judgment. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence concept has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life. The overall result of researches suggests that EI plays a significant role in the job performance, motivation, decision making, successful management and leadership. Thus applying EI methodology in higher education can have lots of benefits for students. It not only fulfills their desire but also makes them more efficient in their field. Everyone experiences and relates their feelings and emotion sin day to day life. Emotions have valuable information about relationships, behavior and every aspect of the human life around us. There are lots of arguments about the definition of EI.As the field is growing so rapidly that researchers are constantly amending their own definitions. Some definitions are as below:

According to Salovey and Mayer (1990) 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." According to Reuven Bar-On (1996) emotional intelligence is: "An array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures."

Sports Psychology research has seen the increase in a concept named emotional intelligence. First utilized in the business world, Emotional Intelligence is finding its way into other areas of life such as sports. What is it, how can it help sports performance and how can we enhance our own emotional intelligence? Emotional intelligence is a relatively new construct that has emerged over the last ten years. Identified as 'the capacity to recognize and utilize emotional states to change intentions and behaviors. Emotional intelligence can be measured through a series of statements about emotional states and the ways that a person deals with them.



Research looking at the nature of emotional intelligence has found that emotionally intelligent people use psychological skills such as imagery; goal setting and positive self-talk more often than their less emotionally intelligent counterparts. It was found that emotionally intelligent people are mentally tough and also that they find exercise enjoyable. Importantly, it seems that emotional intelligence can be enhanced through suitably developed intervention packages.

Objectives:

1. To find out the gender difference of emotional intelligence among school students.
2. To find out the sportsman difference of emotional intelligence among school students

Hypothesis:

1. There will be significant difference of emotional intelligence among male and female school students
2. There will be significant difference of emotional intelligence among individual and team school students

Method:

• **Variable:**

In the present study following variables treated as dependant and independent.

Dependant variables:

- 1) Emotional intelligence.

Independent variables

- 1) Sportsman: in the study two group of sportsman that is individual and team sportsman.

Individual sportsman: those who are play in various individual game like swimmer, athlete, badminton, Tennis,

A) Team sportsman: Those who are play in team game like Cricket, Hockey, Kho-Kho, etc.

- 2) Gender:

Male and Female

• **Sample**

Subjects were included in this study special kind of secondary school in Jalna district –120 students have been tested – 60 sportsmen from individual game (30 female and 30 male) and 60 sportsmen from Team game (30 female and 30 male). Age range was 15–18.

Tools

1. Emotional Intelligence Scale.

Developed by Anukool Hyde, Sanjyot Pethe And Upinder Dhar (2002) Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them effectively applying the information and energy of emotions in our daily life and work. The 34 items thus chosen have been administered on 200 executives. The data have been then tabulated and item-total correlations were calculated. Items having correlation less than the value of 0.25 have been dropped. The value has been taken from Fisher and Yates (1992) table of correlation coefficients and their levels of significance. The final form



of the scale constituted 34 items. The inter-item correlations of the final items have been also determined. 2.5.3

Reliability: The reliability of the scale has been determined by calculating reliability coefficient on a sample of 200 subjects. The split- half reliability coefficient has been found to be 0.88. 2.5.4

Validity: Besides face validity, as all items are related to the variable under focus, the scale has high content validity. It is evident from the assessment of experts that items of scale are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index has been calculated, which indicated high validity on account of being 0.93

Before administering the scale, it has been advised orally that responses should be checked as quickly as possible and sincere cooperation is sought for the same and the responses be kept confidential. It is also emphasized that there is no right or wrong answers to the statements. The statements have been designed to understand the differences in individual reactions to various situations. The scale is meant to know the difference between individuals and not mean to rank them as good or bad. It is duly emphasized that all statements have to be responded to and no statement should be left unanswered. Manual scoring has been done conveniently with each item or statement scored as: Response Scores Strongly agrees 5 Agree 4 Neutral 3 Disagree 2 Strongly disagree 1.

Result and Discussion

Table No. 1

Significant difference of Emotional intelligence among School students

Source	SS	df	Mean Square	F	Sig.
Gender	864.03	1	864.03	10.62	0.01
Sportsman	1526.53	1	1526.53	18.76	0.01
Gender X Sportsman	50.70	1	50.70	0.62	NS
Error	9436.60	116	81.35		
Corrected Total	11877.86	119			

In the above table shows that the main effect of gender F value is found 10.62 which are significant on 0.01 Level. The significant F value denotes the male and female schools students are significantly differ on each other about emotional intelligence.

Another main effect of sportsman F value is 18.76 which are significant at 0.01 Level. The F value denotes that the individual and team sportsman are differs on each other about emotional intelligence. And the interaction effect between gender and sportsman F value is 0.62 which is not significant. The F value denotes that the gender and sportsman interaction effect on emotional intelligence is not significant among school students.



Table No. 2
Mean and SD value for school students on Emotional intelligence

School students	N	Mean	SD
Male	60	51.35	8.99
Female	60	56.71	10.28
Individual Sportsman	60	50.46	8.74
Team Sportsman	60	57.60	9.74

The result in the present study (Table No. 2) shows that the mean and SD score of emotional intelligence for male school students are respectively (Mean = 51.35) and (SD = 8.99) and female school students mean and SD score are respectively (Mean = 56.71) and (SD = 10.28). Hypothesis No. 1, "There will be significant difference of emotional intelligence among male and female school students" is accepted.

The second independent variable in the study is sportsman. The table shows that the mean and SD score of emotional intelligence for individual sportsman are respectively (Mean = 50.46) and (SD = 8.74) and team sportsman mean and SD score are respectively (Mean = 57.60) and (SD = 9.74). Hypothesis No. 2, "There will be significant difference of emotional intelligence among individual and team sportsman" is accepted.

Conclusion:

- There is significant difference of emotional intelligence among male and female school students. Female school student's level of emotional intelligence is higher than the male school students.
- There is significant difference of emotional intelligence among individual and team sportsman. Team sportsman level of emotional intelligence is higher than the individual sportsman.

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