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## Effect of games and sports on emotional intelligence of college boys and girls in India

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### Abstract

The objective of the study is to find out the relationship between Emotional Intelligence (EI) and Games and Sports of college-going boys.

**Methodology:** For the purpose of the study, 36 non-playing Boys and Girls in different games & sports and 38 player's Boys and Girls were randomly selected. The age of all the subjects ranged from 18 years to 22 yrs. The Emotional Intelligence Scale (EIS) developed by Schutle *et al.* (1998) was used to assess the Emotional Intelligence level of the subjects. Descriptive statistics was used to examine the significance difference among five domains of Emotional Intelligence (Self Recognition, Self-Regulation, Self-Motivation, Empathy and Handling Relations). One-way ANOVA was used and hypothesis was tested at a .05 level of significance.

**Results:** The Mean and Standard Deviation of Non-Playing Boys in the total EI Scale is  $(99.69 \pm 7.02)$ . The Mean and Standard Deviation of Non-Playing Girls in the total EI Scale is  $(99.72 \pm 4.94)$ . Mean and Standard Deviation of Boys players in different games and sports in the total EI Scale is  $(115.36 \pm 6.32)$ . Mean and Standard Deviation of Girls players in different games and sports in the total EI Scale is  $(113.28 \pm 6.12)$ . The ANOVA result shows that the "p-values" of the domains of Emotional Intelligence are less than 0.05, and hence, the F-value is significant at a 5% level.

**Summarizing the key findings and implications of the study:** Results clearly indicate that there is a significant effect of games and sports on the Emotional Intelligence and Sports Achievements of college boys and girls. Students who have high sports achievement are high on the EI Scale; hence games and sports plays a significant role in development of Emotional Intelligence (EI).

**Keywords:** Emotional intelligence, sports achievement, games and sports, college boys and girls

### Introduction

The world psychology refers to the study of human behavior and sports psychology denotes a subcategory that deals with the behavior of athletes and teams engaged in competitive games and sports. The performance of games and sports is not totally dependent on the physiological aspects of the athletes but also depends upon numerous other sociological and psychological factors. These psychological factors are personality, intelligence, attitude, motivation, anxiety, confidence, decision-making, etc. To improve sports performance, sports psychologists have become vocal and give their suggestions. In their views Emotional Intelligence (EI) may be one of the important construct in the improvement of sports performance. Emotional Intelligence theory was originally developed by research work, and writings of Harvard Gardner (Harvard), Peter Solovey (Yale), and John Mayer (New Hampshire) during the 1970's and 1980's. Daniel Colman's book entitled as "emotional intelligence" identifies five domains of emotional quotient such as Self-recognition (knowing your emotions), Self-regulation (managing your emotions), Self-motivation (motivating yourself), empathy (recognizing and understanding others emotions) and handling relations (managing emotions of others) (Nelson and Low, 2003, Solvey and Mayer, 1990) <sup>[11, 14]</sup>.

Staying motivated and setting strong goals and targets are necessary for all athletes and are contributing to predictions of performance for athletes (Wielinga *et al.*, 2011) <sup>[17]</sup>. Development of EI is an international, active and engaging process (Nelson and Low, 2003) <sup>[11]</sup>. By developing EI skills, one can become more productive and successful. An exercise programme stressing the components of muscular endurance and muscular strength increases self-concept. Physical exercise has been linked to good mental health and positive self-concept. The majority of research suggests that EI activities lead to superior performance, even in the most intellectual career.

EI predicts academic achievement (Parker *et al.*, 2004) [12]. Regarding the factor of intelligence, Emotional intelligence, adaptation to stressful encounters, and health outcomes. (Matthews, G., & Zeidner, M., 2000) [8]. Emotional Intelligence can enhance leadership performance, team cohesion, and coping with pressure (Bal *et al.*, 2011) [2]. To be perfect in sports and to achieve high performance one should have to be very good in physical, and psychological aspects. So, the present study is carried out to find out the Effect of Games and Sports on Emotional Intelligence of College going Boys and Girls in India

### Aim of the study

The aim of the present study was to find out the Effect of Games and Sports on Emotional Intelligence of College going Boys and Girls in India

### Objective of the study

Emotional Intelligence plays a major role in the life of an individual to achieve any goal. To perform well in the sports, you must have to develop your emotions like (Self-Recognition, Self-Regulation, Self-Motivation, Empathy and Handling Relations). Once you start sports activities at an early age, all these domains of EI will improve. This will help the students to work efficiently in every field of life and at all the defined workplaces.

### Methodology

For the purpose of the study, 36 non-playing Boys and Girls in different games & sports and 38 player's Boys and Girls were randomly selected. The age of all the subjects ranged from 18 years to 22 yrs. The Emotional Intelligence Scale (EIS) developed by Schutle *et al.* (1998) was used to assess the Emotional Intelligence level of the subjects. There are 33 questions on this scale, with a minimum score of 33 and a maximum score of 165. It is a five-point rating scale, and ratings are strongly agree, agree, neutral, disagree and strongly disagree. Descriptive statistics was used to examine the significance difference among five domains of Emotional Intelligence (Self Recognition, Self-Regulation, Self-Motivation, Empathy and Handling Relations). College students are asked to record their responses in separate questionnaires. One-way ANOVA was used, and the hypothesis was tested at a .05 level of significance.

### Results and Discussions

To compare all the domains of the Emotional Intelligence scale and total scores of EI of the selected sports person and non-sports person (Boys and Girls), the one-way analysis of variance was applied and data pertaining to these have been presented in the Tables 1 to 2 and Figure 1.

**Table 1:** Descriptive statistics of selected non-sports person (Boys and Girls) on total scores of emotional intelligence scale

| Total Emotional Intelligence Scale |          |      |          |          |          |          |
|------------------------------------|----------|------|----------|----------|----------|----------|
| Summary                            |          |      |          |          |          |          |
| Groups                             | Count    | Sum  | Average  | Variance | SD       |          |
| Non-Sports Person (Girls)          | 36       | 3590 | 99.72222 | 24.43492 | +4.94    |          |
| Non-Sports Person (Boys)           | 36       | 3589 | 99.69444 | 49.41825 | +7.02    |          |
| ANOVA                              |          |      |          |          |          |          |
| Source of Variation                | SS       | DF   | MS       | F        | P-value  | F crit   |
| Between Groups                     | 0.013889 | 1    | 0.013889 | 0.000376 | 0.984582 | 3.977779 |
| Within Groups                      | 2584.861 | 70   | 36.92659 |          |          |          |
| Total                              | 2584.875 | 71   |          |          |          |          |

The Mean and Standard Deviation of Non-Sports Person Girls in the Emotional Intelligence Scale is (99.72±4.94), and that of Boys is (99.69±7.02). The result shows a significant difference in the Emotional Intelligence Scale.

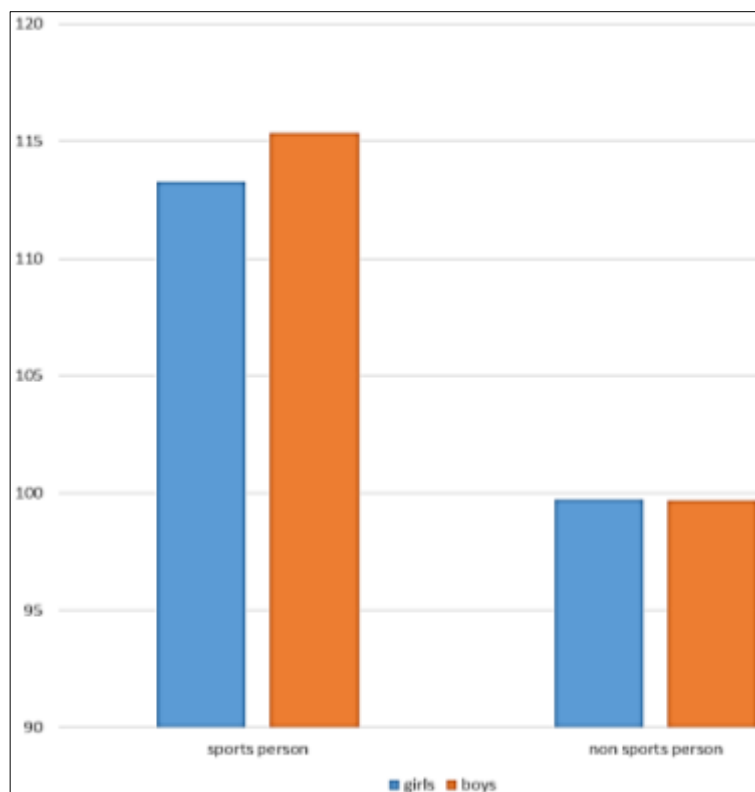
The ANOVA result shows that the “p-values” of this domain of Emotional Intelligence are less than 0.05, and hence F-value is significant at the 5% level.

**Table 2:** Descriptive Statistics of Selected Sports Person (Boys and Girls) on Total Scores of Emotional Intelligence Scale

| Total Emotional Intelligence Scale |          |      |          |          |          |         |
|------------------------------------|----------|------|----------|----------|----------|---------|
| Summary                            |          |      |          |          |          |         |
| Groups                             | Count    | Sum  | Average  | Variance | SD       |         |
| Sports Person (Girls)              | 38       | 4305 | 113.2895 | 37.45448 | +6.12    |         |
| Sports Person (Boys)               | 38       | 4384 | 115.3684 | 39.96871 | +6.32    |         |
| ANOVA                              |          |      |          |          |          |         |
| Source of Variation                | SS       | DF   | MS       | F        | P-value  | F crit  |
| Between Groups                     | 82.11842 | 1    | 82.11842 | 2.121288 | 0.149494 | 3.97023 |
| Within Groups                      | 2864.658 | 74   | 38.71159 |          |          |         |
| Total                              | 2946.776 | 75   |          |          |          |         |

The Mean and Standard Deviation of Sports Person of different games and sports Girls in the Emotional Intelligence Scale is (113.28 ±6.12), and that of Boys is (115.36±6.32).

The result shows a significant difference in the Emotional Intelligence Scale. The ANOVA result shows that the “p-values” of this domain of Emotional Intelligence are less than 0.05, and hence F-value is significant at the 5% level.



**Fig 1:** Mean Score Comparison of Sports Person and Non-Sports Person (Boys and Girls) on Total Scores of Emotional Intelligence Scale

It is clear from the above figure that there is significant difference in the overall Emotional Intelligence levels of Sports Person and Non-Sports Person (Boys and Girls) of different games and sports.

### Findings and Conclusion

The results showed that emotional intelligence is positively associated with sports achievements in males and females. The present study also shows that there is much difference in emotional intelligence scale (Self-Recognition, Self-Regulation, Self-Motivation, Empathy, and Handling Relations) and have a strong positive correlation with sports achievements. It was also noticed that the emotional intelligence domain shows more development in the Boys groups. Hence, the present study indicates that Emotional Intelligence will be developed through games and sports in college going males and females. By this, we also understand that sports persons are highly self-motivated to perform well and to achieve their goals. With the help of games and sports, we develop deep concentration and a positive attitude towards our activities. It is also concluded that through games and sports, not only EI is improved, but students can also achieve in other fields of life. Emotional intelligence predicts the success of college students in sports achievements.

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