

## Emotional Intelligence: A Comparative Study between Sports Women and Non-Sports Women of Daulat Ram College

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### Abstract

Ability of an individual to assess, perceive and manage his emotions as well as others is known as Emotional Intelligence. **Aim:** the purpose of the research article was to compare the emotional intelligence between sports women and non-sports women of Daulat Ram College. **Research Hypothesis:** It was hypothesized that there was no significant difference between the emotional intelligence level of sports women and non-sports women of Daulat Ram College. **Methodology:** The study was delimited to the sports women and non-sports women of Daulat Ram College. The data was collected on 100 women (50 sports women and 50 non-sports women) of Daulat Ram College. Data was collected with the help of emotional intelligence scale developed and standardized by Singh (2004). **Statistical Analysis:** The data was collected on emotional intelligence and statistical calculation was made with the help of SPSS16. Descriptive statistics were computed for the mean & SD and independent t-test was used to assess the significant difference between emotional intelligence level of sports women and non-sports women of Daulat Ram College. The .05 level of significance was used. **Results and Findings:** The result of the study revealed that there was a significant difference found in terms of emotional intelligence among sports women and non-sports women of Daulat Ram College. The emotional intelligence level of sports women was found to be higher than the non-sports women of Daulat Ram College.

**KEYWORDS:** Emotional intelligence, Sports women, Non-sports women, Descriptive statistics, and Independent t-test.

### INTRODUCTION

Emotional intelligence was described formally by **Salovey and Mayer (1990)**. They defined it as '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'. They also provided an initial empirical demonstration of how an aspect of emotional intelligence could be measured as a mental ability **Mayer, Di Paolo, & Salovey (1990)**. In both articles, emotional intelligence was presented as a way to conceptualize the relation between cognition and affect. Historically, 'emotion' and 'intelligence' were viewed as being in opposition to one another **Lloyd (1979)**. How could one be intelligent about the emotional aspects of life when emotions derail individuals from achieving their goals **Young (1943)**? The theory of emotional intelligence suggested the opposite: emotions make cognitive processes adaptive and individuals can think rationally about emotions.

Emotional intelligence is an outgrowth of two areas of psychological research that emerged over forty years ago. The first area, cognition and affect, involved how cognitive and emotional processes interact to enhance thinking (**Bower, 1981; Isen, Shalke, Clark, & Karp, 1978; Zajonc, 1980**). Emotions like anger, happiness, and fear, as well as mood states, preferences, and bodily states, influence how people think, make decisions, and perform different tasks (**Forgas & Moylan, 1987; Mayer**

**& Bremer, 1985; Salovey & Birnbaum, 1989**). The second was an evolution in models of intelligence itself. Rather than viewing intelligence strictly as how well one engaged in analytic tasks associated with memory, reasoning, judgment, and abstract thought, theorists and investigators began considering intelligence as a broader array of mental abilities, for example, urged educators and scientists to place an emphasis on creative abilities and practical knowledge that could be acquired through careful navigation of one's everyday environment. **Gardner's (1983)** 'personal intelligences,' including the capacities involved in accessing one's own feeling life (intrapersonal intelligence) and the ability to monitor others' emotions and mood (interpersonal intelligence), provided a compatible backdrop for considering emotional intelligence as a viable construct.

The term 'emotional intelligence' was mostly unfamiliar to researchers and the general public until wrote the best-selling trade book, *Emotional Intelligence: Why it can Matter More than IQ*. The book quickly caught the eye of the media, public, and researchers. In it, Goleman described how scientists had discovered a connection between emotional competencies and prosocial behavior; he also declared that emotional intelligence was both an answer to the violence plaguing our schools and 'as powerful and at times more powerful than IQ' in predicting success in life (**Goleman, 1995**). Both in the 1995 book and in a later book focusing on workplace applications of emotional intelligence (**Goleman, 1998**), Goleman described the construct as an array of positive attributes including political awareness, self-confidence, conscientiousness, and achievement motives rather than focusing only on an intelligence that could help individuals solve problems effectively (**Brackett & Geher, 2006**).

Emotional intelligence motivates an individual to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feeling in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotion in our daily life and work. **Cooper and Sawaf (1997)** define emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. **Mayer and Solovey (1993)** define emotional intelligence as the ability to monitor one's own and other's feeling and emotions to discriminate among them, and to use his information to guide one's thinking and actions.

#### **RESEARCH OBJECTIVE**

The objective of the research article was: To compare the emotional intelligence between sports women and non-sports women of Daulat Ram College.

#### **RESEARCH HYPOTHESIS**

There would be a no significant difference between the emotional intelligence of sports women and non-sports women of Daulat Ram College.

#### **METHODOLOGY**

##### **Selection of Subjects**

For the purpose of the research articles 100 women (50 sports women and 50 non-sports women) of Daulat Ram College were selected as the subject. The age of the subjects were ranging from 17-25 years.

### Criterion measures

The criterion measure chosen to test the hypothesis was to scores obtained in emotional intelligence scale developed and standardized by Singh (2004).

### Description of Emotional Intelligence Test

Emotional Intelligence scale consist of 60 questions. These 60 questions were grouped into five dimensioned namely self awareness, self regulation, motivation, social awareness, and social skills. Each sub scales carry 12 questions.

### Administration of Test

The Emotional Intelligence questionnaire was distributed to sports women and non sports women of Daulat Ram College. Subjects were oriented and explained regarding the purpose and the procedure of the questionnaire. There were 4 options for each question as 1 (strong disagreement), 2 (disagreement), 4 (agreement), and 5 (strong agreement). Subjects were instructed for choosing their option out of these 4 options.

### Scoring of Questionnaire

The score range from 60 to 300, higher the scores is the indicator of high emotional intelligence and lower the scores low emotional intelligence.

### Statistical analysis

The data was collected on emotional intelligence and statistical calculation was made with the help of SPSS16. Descriptive statistics were computed for the mean & SD and independent t-test was used to assess the significant difference between emotional intelligence level of sports women and non-sports women of Daulat Ram College. The .05 level of significance was used.

## FINDINGS

The data was analysed by using “t” test. The significance of mean difference was found between scores obtain on emotional intelligence by sports person and non-sports person of Daulat Ram College has been presented in table-1.

**Table-1: Mean scores, Mean difference and t-value for sports women and non sports women of Daulat Ram College.**

Variable	Group Mean		Mean difference	t-value
	Sports Women	Non-Sports Women		
Emotional Intelligence	254.35	231.15	23.20	2.97*

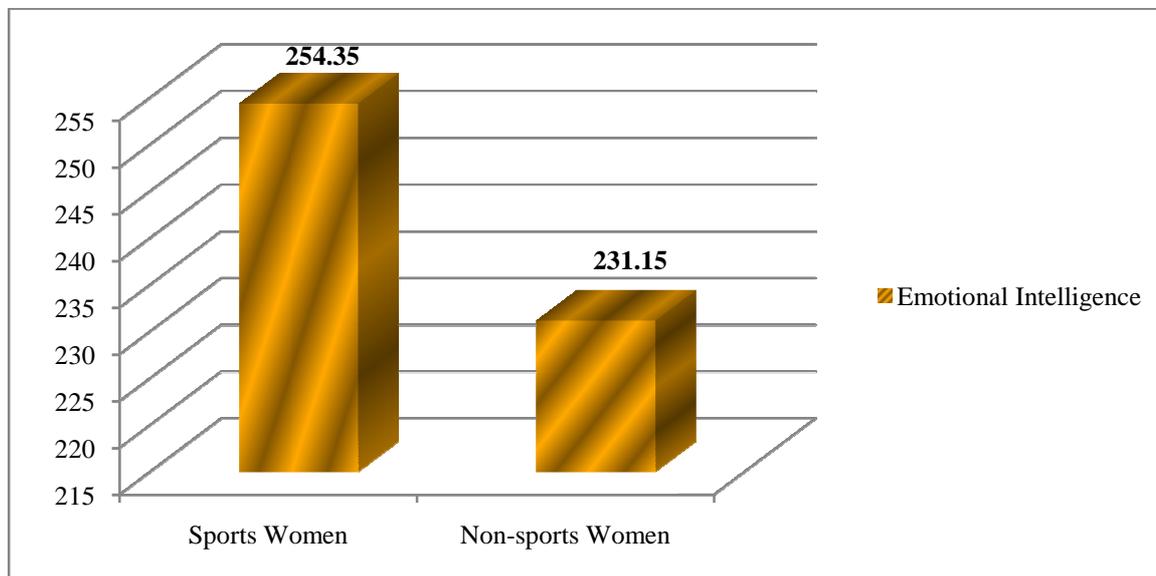
\*Significant at .05 level of confidence t.05 (98) 1.98

Table-1 shows that Mean Value, Mean difference and t-value for emotional intelligence scores of sports women and non-sports women of Daulat Ram College. Mean values for sports women and non-sports women were 254.35 and 231.15 respectively. It was evident from Table-1 that there was a significant difference between the means of sports women and non-sports women on the scores of emotional intelligence since the obtained value of 't' (2.97) was higher than the tabulated value of 't' (1.98) which was required to be significant at (98) degree of

freedom with 0.05 level of confidence.

The graphical representation of the data pertaining to this has been presented in fig-1.

**Figure-1: Comparison of emotional intelligence Mean Scores of Sports women and non-sports women Daulat Ram College.**



### DISCUSSION OF FINDINGS

The result of the study clearly indicates that there was a significant difference found in terms of emotional intelligence among sports women and non-sports women of Daulat Ram College. The mean value of sports women on emotional intelligence was found to be quite a bit higher than the non-sports women of Daulat Ram College. The analysis revealed that sports women were more emotionally intelligent in comparison to the non-sports women. In case of sports women and non-sports women, there could be number of reasons for more emotional intelligence of sports women than non-sports women, but the main reason for that is sports women are tackled with different situation in their sports life under which she react in different manner with different emotions.

### DISCUSSION OF HYPOTHESIS

The hypothesis that there will be no significant difference between emotional intelligence of sports women and non-sports women of Daulat Ram College is not accepted as result shows that there were significant difference between emotional intelligence of sports women and non-sports women of Daulat Ram College.

### CONCLUSIONS

Within the limitations of the present study following conclusions may be drawn:

- In regard to emotional intelligence there was a significant difference between the means of sports women and non-sports women of Daulat Ram College.
- The emotional intelligence level of sports women was found to be higher than the non-sports women.

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