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GRT “A STUDY OF EMOTIONAL INTELLIGENCE AND SELF ESTEEM OF SPORTSMEN AND NON-SPORTSMEN”

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Abstract:-The aim of present study was to search the emotional intelligence and self esteem among sportsmen and non-sportsmen. Total 120 participated were involved in that study among them 60 sportsmen and 60 non-sportsmen. The age range of subjects where 18 to 25 years ($M = 21.78$, $SD = 3.58$). Hypothesis there will be no significant difference between sportsmen and non-sportsmen dimension on emotional intelligence and self esteem. Emotional intelligence test is developed and standardized by Pedhe and Hyde and Self Esteem Inventory: T developed and standardized by M S Prasad and G P Thakur. Result: first sportsmen had significantly high emotional intelligence than the non-sportsmen and second was sportsmen had significantly high self esteem than the non-sportsmen.

Keywords: Emotional Intelligence , Sportsmen and Non-Sportsmen , standardized .

INTRODUCTION

There is sound reasoning behind the self-esteem movement, as research has proven that self-esteem is vitally important for a person to become a well-adjusted and high-functioning adult. A person's self-esteem is heavily dependent upon how they are treated by their parents as children. And a healthy self-esteem is proven to play a crucial role in academic success. Inversely, low self-esteem has been linked to emotional instability, anti-social behavior, poor academic performance and depression. Yet, new research has shown that an over-inflated self-esteem also leads to emotional instability, anti-social behavior and depression. Interestingly, Professor Nicholas Emler argues from his research that whereas those with low self-esteem pose a danger only to themselves, those with high self-esteem pose a danger to society, as they are more likely to indulge in behaviour with negative effects on others.

It seems then, that we need to be aiming for the goldilocks band, where a child's self-esteem is not too low and not too high, but just right, in order to ensure their emotional intelligence and therefore their ability to integrate well, socially.

The concept of emotional intelligence gives a new depth to the man's intelligence, this intelligence is a tactical competency (personal performance), whilst the recognition intelligence is a strategic capability (long term capability). The emotional intelligence makes it possible to predict the achievement because it demonstrates how a person apply a knowledge in an immediately success. It is a form of social intelligence which is a suitable predictor in special areas such as job and educational performances. In the other word, it has an ability to control feelings and excitements by one and others (Bar-on 1997).

Khanjani et al study (2008), the role of exciting intelligence and demographic factors in self-esteem and social, family, exciting and physical compatibility of students in Tabriz showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem (Khanjani et al. 2008). The results of Syavorchi et al (2001), study also showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem. In other word, the more the exciting intelligence, the self-esteem will increase. The results of Kanglosi and Patterson (1998) study showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem (Khanjani et al. 2008). Results from sheikhaleslami et al (2010) study showed that there is a positive correlation between self – esteem and academic achievements among students. Results from Gerardi (2005), study showed that there is a positive relationship between self-esteem and academic achievements. Also results of Hasanvand and Khaledian (2012) study also showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem. Results from Hosinitabatabae and Ghadimimoghadam(2007), and Hasanvand and Khaledian (2012), study showed that there is no difference between male and female the self-esteem. Results from Sapp(1994), showed that students with cognitive strategies - increasing their self-esteem and behavior, their anxiety was reduced.

There is sound reasoning behind the self-esteem movement, as research has proven that self-esteem is vitally important for a person to become a well-adjusted and high-functioning adult. A person's self-esteem is heavily dependent upon how they are treated by their parents as children. And a healthy self-esteem is proven to play a crucial role in academic success.

Inversely, low self-esteem has been linked to emotional instability, anti-social behavior, poor academic performance and depression. Yet, new research has shown that an over-inflated self-esteem also leads to emotional instability, anti-social behavior and depression.

Aim of the study:

To search the emotional intelligence and self esteem among sportsmen and non-sportsmen.

Hypothesis:

There will be no significant difference between sportsmen and non-sportsmen dimension on emotional intelligence and self esteem..

Method

Sample:

Total 120 participated were involved in that study among them 60 sportsmen and 60 non-sportsmen. The age range of subjects where 18 to 25 years (M = 21.78, SD = 3.58).

Tool:

Emotional Intelligence test: Pedhe and Hyde was used for measuring Emotional intelligence. This test is developed and standardized by Pedhe and Hydethe 34 items are rated on a five point scale. The NEO-FFI has a grade six reading level. The subjects were required to respond to each item in terms of "Strongly disagree", "Disagree", "Neutral", "Agree", "strongly agree". This is well known test having high reliability and validity coefficients.

Self Esteem Inventory:

This test is developed and standardized by M S Prasad and G P Thakur for measuring self esteem. The test consisted of 30 items. The subjects were required to respond to each item in terms of 7, 6, 5, 4, 3, 2, 1. The test split half Reliability Range from .82 to .78 and highly reliable.

Procedures of data collection

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

Variable

Independent variable-

Group a) Sportsmen b) Non-sportsmen

Dependent variable-

- 1) Emotional intelligence
- 2) Self Esteem

Data Analysis and Discussion

Sportsmen and non-sportsmen Shows the mean S.D and 't' value of E.IQ and Self Esteem

Dimension	Sportsmen			Non-sportsmen			D F	t
	Mean	S D	S E	Mean	S D	S E		
Emotional IQ	82.63	7.95	1.02	71.25	6.33	0.81	1 1 8	8 . 6 7
Self Esteem	26.30	4.45	0.57	18.09	6.71	0.86	1 1 8	7 . 8 9

Mean of emotional intelligencescore of the sportsmen was82.63 and non-sportsmen score was 71.25. sportsmen and non-sportsmen mean was highly significant t value 8.67 (118) and both levels were significant as well as null research hypothesis was reject and alternative hypothesis was accepted means sportsmen had significantly high emotional intelligence than the non-sportsmen.

Second dimension on self esteem score of sportsmen was 26.30 and non-sportsmen score was 18.09. sportsmen and non-sportsmen mean was highly significant t value 7.89 (118) and both levels were significant as well as null research hypothesis was reject and alternative hypothesis was accepted means sportsmen had significantly high self esteem than the non-sportsmen.

Result:

- 1)Sportsmen had significantly high emotional intelligence than the non-sportsmen.
- 2)Sportsmen had significantly high self esteem than the non-sportsmen.

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