

Effect of socio-economic status and sports participation on emotional intelligence of female players & non-players

¹ Dr. Ajay Karkare, ² Dr. Satinder Paul

¹ Principal, Rani Laxmibai Mahila Mahavidyalaya Sawargaon, Nagpur, Maharashtra, India

² Assistant Professor, Akal College of Physical Education, Maustana Sahib, Sangrur, Punjab, India

Abstract

The aim of the study was to analyze the effect of socio-economic status & participation in sports on emotional intelligence of female players & non players. The study was conducted on 200 female in which 100 players & 100 non players were selected as a sample. All the selected female players represented in at least intervarsity level tournament. The age of the sample ranged from 18-25 years and all the samples selected from random basis. Socio-economic status was assessed by by Agashe and Helode (2003) was used, while emotional intelligence of the subjects was assessed by emotional intelligence inventory prepared by S.K. Mangal & Shubhra Mangal (1995) was adopted. To find the effect of the Socio-economic status & sports participation on emotional intelligence 2x2 ANOVA techniques was used. Results found that socio-economic status showed that their main effect upon emotional intelligence of selected subjects. The joint effect of socio-economic & participation in sports on emotional intelligence was found to be statistically insignificant.

Keywords: Socio-economic status Emotional Intelligence, Female Players & Non-Players etc.

1. Introduction

The EI model introduced by Daniel Goleman, focuses on EI as a wide array of competencies and skills that drive managerial performance, measured by multi-rater assessment and self-assessment (Bradberry and Greaves, 2005). In Working with Emotional Intelligence (1998), Goleman explored the function of EI on the job, and claimed EI to be the strongest predictor of success in the workplace, with more recent confirmation of these findings on a worldwide sample seen in Bradberry and Greaves, "The Emotional Intelligence Quick Book" (2005). Goleman's model outlines four main EI constructs:

Self-awareness - the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

Self-management - involves controlling one's emotions and impulses and adapting to changing circumstances.

Social awareness - the ability to sense, understand, and react to other's emotions while comprehending social networks.

Relationship management - the ability to inspire, influence, and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Measurement of the Emotional Competencies (Goleman) model. Measurement tools based on Goleman's model of emotional intelligence include the Emotional Competency Inventory (ECI) and the Emotional Intelligence Appraisal, which can be taken as a self-report or 360-degree assessment (Bradberry and Greaves, 2005) (EIA).

A study published in the December 2008 issue of Psychological Science found that children of parents with a high socioeconomic status tended to express more "disengagement" behaviors than their less fortunate peers. In this context, disengagement behaviors represents actions such as fidgeting with other objects and drawing pictures while being addressed. Other participants born into less favored circumstances tended to make more eye contact, head nods and signs of happiness when put into an interactive social environment. Authors hypothesize that the more fortuitous peers felt less inclined to gain rapport with their group because they saw no need for their assistance in the future.

2. Methodology

A total of 200 female subjects in which 100 players & 100 non players were selected from different colleges of Himachal Pradesh. The selected female players at least represented intervarsity level tournaments, while the non-players had not played any games. The average age of the selected sample was 21.5 years.

To measure socio-economic status of selected subjects, socio-economic status inventory was prepared by Agashe and Helode (2003) was used, scoring was done according to rules laid down by the authors. After scoring, obtained data was tabulated. To assess emotional intelligence of selected subject's, emotional intelligence inventory prepared by S.K. Mangal & Shubhra Mangal (1995) was used. This inventory is highly reliable & valid.

To find out the effect socio-economic status of and participation in sports on emotional intelligence of female players and non-player's 2x2 ANOVA techniques was used.

3. Results and Discussion

Descriptive statistics and ANOVA summary are presented below in table:

Table 1: SES (A) x Participation in Sports (B) on Emotional Intelligence of Selected Female Subjects (n=139)

	Participation in Sports (B)		M
	B ₁ Female Players	B ₂ Non Players Females	
A ₁ High	M=63.44 N=34	M=60.94 N=37	62.19
A ₂ Low	M=63.31 N=35	M=57.24 N=33	60.27
M	63.37	59.09	

Table 2: Anova Summary Effect of SES (A) x Participation in Sports (B) on Emotional Intelligence of Selected Female Subjects (n=139)

Source of Variation	SS	df	MS	F
A	127.237	1	127.237	0.86 (NS)
B	636.484	1	636.484	4.33*
AB	110.935	1	110.935	0.75 (NS)
Within treatment (Error)	19837.878	135	146.947	

* Significant at .05 level, NS Not Significant

It is evident from the ‘F’ reported in table no.1 that the main effect of SES upon emotional intelligence is statistically insignificant. It thereby indicates that SES as an independent variable unable to influenced emotional intelligence of female subjects.

The ‘F’ of 4.33 for participation in sports is found to be statistically significant beyond .05 levels. Hence it can be said that participation in sports as independent variables able to influenced emotional intelligence of female subjects. Female players have exhibited more emotional intelligence (m= 63.37) than the female non players (m= 59.09).

The ‘F’ of 0.75 the interaction effect of SES X participation in sports is statistically insignificant. It thereby indicates that SES and participation in sports as a independent variables did not show their influence upon emotional intelligence of female subjects jointly.

4. Conclusions

1. The main effect of SES upon emotional intelligence of female players and non-players was observed to be insignificant.
2. The main effect of participation in sports upon emotional intelligence of female subjects is statistically significant. Hence it can be said that with greater confidence that female players exhibited significantly better emotional intelligence compared to female non players.
3. The joint effect of SES & participation in sports on emotional intelligence was found to be statistically insignificant.

5. References

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