

Emotional Intelligence and Social Behaviour among College Sportsman

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ABSTRACT

The present study was aimed to explore the relationship between emotional intelligence and social behavior and also finds out the difference between urban and rural college sportsman related to their emotional intelligence and social behavior. A sample of the study consisted of 60 urban and rural college sportsmen (urban = 30, rural = 30). Their age ranged between 17 to 21 years. Emotional intelligence by Anukool Hyde, Sanjyoot Pethe and Upidhar Dhar and social behavior Scale by Dr. Ashok Sharma were used to data collection. Statistical tools as mean, SD, t value and r value used for analysis the data. The results indicate there is a significant difference between urban and rural college sportsman in regard with their emotional intelligence and social behavior. The results further show that there is a significant positive relationship between emotional intelligence and social behavior of urban and rural college sportsman.

Keywords: *Emotional Intelligence, Social Behaviour, College Sportsman*

A person with high emotional intelligence derived balanced social behaviour. Most of the research carried out after 1995 in emotional intelligence. Emotional intelligence is thought to be important for social behaviour, because emotions serve communicative and social functions, convey information about people's thoughts and intentions, and coordinate social meetings (Keltner & Haidt, 2001). Positive emotions are associated with sociability (Argyle & Lu, 1990), while persistent negative effects keep others at bay (Furr & Funder, 1998). As a result, people need to process emotional information and manage emotional dynamics intelligently in order to navigate the social world. To date, however, few studies have examined the relationship between individual differences in emotional competencies and social adaptation in adult non-clinical populations.

A large number of researches with children recommended that the ability to decode, understand, and regulate emotions is associated with social and emotional adaptation (Eisenberg, Fabes, Guthrie, & Reiser, 2000; Halberstadt, Denham, & Dunsmore, 2001). Evaluations of school-based interventions that emphasize the development of emotional skills also suggest that emotional learning contributes to social and academic adjustment

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(Greenberg, Kusché, Cook, & Quamma, 1995). Khan and Lone (2015) has find out there were no significant difference between the emotional intelligence of the rural and urban students but there is a significant difference between rural and urban students to their emotional stability and value orientation factor of emotional intelligence, same result was carried out by Adsul, R. K. (2013).

Mayer and Salovey (1997) has proposed the four core emotional competencies, as researcher we expect that the ability to manage emotions would be most strongly associated with the quality of everyday social interaction for some reasons. First of all, the ability to regulate emotions is likely to influence the emotional value of social interactions, because we infer other people's intentions from their emotional inspiration, use other people's emotions as guides to our own behaviour, or simply capture other people's emotions through emotional contagion (Hatfield, Cacioppo, & Rapson, 1994). Second, the ability to manage emotions may influence people's motivation and expectations for social interaction (Cunningham, 1988) as well as their use of effective interaction strategies (Furr & Funder, 1998; Langston & Cantor, 1989).

To manage emotions can facilitate a flexible focus of attention, which is important for smooth communication and social interaction. Negative effects can lead to self-focused attention (Pyszczynski, Holt, & Greenberg, 1987), which is likely to make people less attentive to those around them is the Third ability in this model. Fourth, the ability to manage emotions can facilitate the executive functions associated with the coordination of the many skills needed for social behaviour. This is evident when unregulated social anxiety inhibits spontaneity and leads to overly constraining behaviour. More generally, the ability to control one's own emotions seems to be linked to a broader capacity for self-control, including the control of impulsive behaviour (Baumeister, Heatherton, & Tice, 1994). Competencies and provisions therefore provide distinct and complementary perspectives for understanding social and emotional adaptation. So far, traits and skills, or personality and emotional intelligence are likely intertwined (Sternberg & Ruzgis, 1994).

Social behaviour is a term used to describe the general behaviour of individuals within a society. It is essentially a response to what is considered acceptable by the peer group of a person or involves avoiding behaviour that is characterized as unacceptable. This type of human behaviour primarily determines how individuals interact within a group or society. While social behaviour is often modelled to create a comfortable social environment, anti-social behaviour, such as aggression, extortion and group harassment, can also be defined as negative social behaviour, particularly in cases where other individuals within a peer group are acting accordingly. Just as positive interactions between individuals in a society help to create a pleasant environment for citizens, activities defined by peer groups that are acceptable, even if harmful to individuals or subgroups within a society, are also part of social behaviour. According to above reviews of related literature present research carried out the correlation between emotional intelligence and social behaviour. Also, the comparison between rural and urban sportsman related to their emotional and social behaviour.

Aim of the Study

“To study the relationship between emotional intelligence and social behaviour of urban and rural sportsman and also find out the difference between them”

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Objectives of the study

1. To find out the difference between urban and rural sportsman related their emotional intelligence.
2. To study the difference between urban and rural sportsman related their social behaviour.
3. To examine the relationship between emotional intelligence and social behaviour among urban and rural sportsman.

Hypotheses

1. There is no significant difference between urban and rural sportsman related to their emotional intelligence.
2. There is no significant difference between urban and rural sportsman related their social behaviour.
3. There is a positive relationship between emotional intelligence and social behaviour among urban sportsman.
4. There is a positive relationship between emotional intelligence and social behaviour among rural sportsman.

RESEARCH METHODOLOGY

Sample

A sample comprising of 60 urban and rural sportsmen was selected from Mahavir colleges in Kolhapur through stratified sampling method. The sample of 60 having urban and rural sportsman's ratio 1:1 was taken for this study. Their age range was 17 to 21 years.

Variables

Two variables were selected as Independent and dependent in this Present study. Urban college sportsman and Rural college sportsman were selected as independent variable. Also, the Emotional intelligence and Social behaviour were selected as Dependent variable.

Psychological tools

1. Emotional intelligence scale developed by Anukool Hyde, Sanjyot Pethe and Upidhar Dhar. There are 34 statements with five alternatives as "strongly agree", "agree", "neutral", "disagree" and "strongly disagree" out of five one be chosen was compulsory. The reliability of this scale is 0.88 by the split half method and validity of this scale is 0.93. this scale was very useful for research purpose.

2. Social behavior scale developed by Dr. Ashok Sharma. There are 60 statements with three alternatives as "always", "often", and "sometimes" out of three one be chosen was compulsory. The reliability of this scale is 0.80 by test-retest method and 0.86 of spearman brown formula.

Statistical analysis

Appropriate statistical techniques such as means, standard deviation, 't' test and 'r' value have been used for the analysis of collected data.

Procedure

In this study, the data were collected from college sportsman who belonging to urban and rural area. Those who took part in the sampling group and who had been admitted at colleges throughout 2013-2014 academic year. In the applying process, it has been observed that the responding time of the participants was between 10 and 15 minutes for both scales. Before the statistical analyses had been made the views of the college sportsman were

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transformed into scores. Then, the arithmetic mean (\bar{x}) and the standard deviation (SD) of the scores of the teachers related to the emotional intelligence and social behaviour were calculated. 't' test was used to find out the difference between urban and rural sportsman related their emotional intelligence and social behaviour and r value used to explore the relationship between emotional intelligence and social behaviour among urban and rural sportsman.

RESULTS AND DISCUSSION

Basically, researcher wants to know the difference between rural and urban sportsmen on their emotional and social behaviour. Also, interest in the relationship between emotional and social behaviour of sportsman. Further the results were presented below tables and their interpretation is given to the respective table.

Table no. 1 showing Number of samples, means, standard deviations, degrees of freedom, t value and significant level for the factor of emotional intelligence

College students	Sample	Mean	SD	df	t value	Significant level
Urban	30	124.90	14.60	58	2.85	Significant at 0.01 level
Rural	30	135.83	14.56			

*Significant level at 0.05 = 2.00 and 0.01 = 2.66

Table no. 2 showing Number of samples, means, standard deviations, degrees of freedom, t value and significant level for the factor of social behaviour

College students	Sample	Mean	SD	df	t value	Significant level
Urban	30	134.30	15.72	58	3.26	Significant at 0.01 level
Rural	30	146.90	13.89			

*Significant level at 0.05 = 2.00 and 0.01 = 2.66

Table no. 3 showing Number of samples, means, standard deviations, degrees of freedom, r value and significant level for the factor of Emotional Intelligence & social behaviour

College students	Factor	Mean	SD	Sample	df	r value	Significant level
Urban	Emotional Intelligence	124.90	14.60	30	28	0.33	Significant at 0.05 level
	Social Behaviour	134.30	15.72				
Rural	Emotional Intelligence	135.83	14.56	30	28	0.36	Significant at 0.05 level
	Social Behaviour	146.90	13.89				

*Significant level at 0.05 = 0.32 and 0.01 = 0.44

Interpretation

Table No. 1 shows that total No. of sample was 60 and calculations of the mean was 124.90, standard deviation is 14.60 for urban college sportsmen. Calculations of the mean was 135.83, standard deviation was 14.56 of rural college sportsmen. With the help above calculations t value was drawn that was 2.85 and degrees of freedom for this sample was 58. The result of this table is that there is a significant difference between urban and rural

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college sportsman for the factor of emotional intelligence. It means that the rural sportsman is more emotional intelligence than urban sportsman.

Table No. 2 shows that total No. of sample was 60 and calculations of the mean was 134.30, standard deviation was 15.72 of urban college sportsmen. Calculations of the mean was 146.90, standard deviation was 13.89 of rural college sportsmen. With the help above calculations t value was drawn that was 3.26 and degrees of freedom for this sample was 58. The result of this table is that there is a significant difference between urban and rural college sportsman for their social behaviour. It means that the rural sportsman is more social behaviour than urban sportsman.

Table No. 3 shows that total No. of sample was 30 for urban and rural college sportsmen and their degrees of freedom was 28. A correlation of emotional intelligence with social behaviour was 0.33 and this positive correlation is and significant at 0.05 level urban sportsman. A correlation of emotional intelligence with social behaviour is 0.36 and this positive correlation is significant at 0.05 level rural sportsman. It means that there is significant positive correlation between emotional intelligence and social behaviour among college sportsman.

DISCUSSION

This research was undertaken to investigate the emotional intelligence and social behaviour among urban and rural college sportsman. The results indicate those rural college sportsmen are better than urban college sportsman in their emotional intelligence its support to Khan and Lune's (2015) research. Rural college sportsmen are also better than their social behaviour as compared to urban college sportsman. The findings of this study suggest that emotional intelligence and social behaviour are positively correlated of urban and rural college sportsman. This result support to the Positive emotions is associated with sociability (Argyle & Lu, 1990). Eisenberg, Fabes, Guthrie, & Reiser, (2000); Halberstadt, Denham, & Dunsmore, (2001) has recommended that the ability to decode, understand, and regulate emotions is associated with social and emotional adaptation. On the basis of above Result and Discussions the Conclusions are found out in this Research Paper are as given below.

CONCLUSIONS

1. There is a significant difference between urban and rural college sportsman regarding their emotional intelligence. Emotional intelligence of rural college sportsmen's is better than an urban college sportsman.
2. There is a significant difference between urban and rural college sportsman regarding their social behaviour. Social behaviour of rural college sportsmen's is better than an urban college sportsman.
3. There is a significant positive relationship between emotional intelligence and social behaviour of urban and rural college sportsman.

Suggestions

A study analysis in sports psychology has seen increases in the area of emotional intelligence. Initially used within the business world, Emotional Intelligence is finding its approach into different areas of life like sports. however, it will facilitate sports performance and the way will tend to enhance our own emotional intelligence. Emotional intelligence may be a comparatively new construct that has emerged over the last ten years. known as 'the capability to acknowledge and utilize emotional states to vary intentions and

behaviours. Emotional intelligence is often measured through a series of statements concerning emotional states and also the ways in which someone deals with them. Emotional Intelligence is often summed up as Recognition of various emotional states; Assessing the results of emotions on behaviour; The ability to change into the most effective spirit to manage a particular scenario.

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Conflict of Interest

The author declared no conflict of interest.

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