

COMPARISON OF EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE BETWEEN SPORTS AND NON-SPORTS GROUP

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ABSTRACT

The purpose of this study was to make comparison between sports and non-sports groups. Two independent variables Emotional intelligence and academic achievement were chosen as the basis of differentiation. A total of 200 (100sports + 100 non-sports) male subjects from Gwalior district took part under this study voluntarily. Their age were ranging from 15-18 years. They were told about the objectives of the study after getting the consent form signed by their parents. The SGFI national level participation in any game or sports was the deciding criteria for identification of sports group. To test emotional intelligence a questionnaire developed by A.K. Singh in the year 2014 was used. This questionnaire consists of 60 items. The reliability and validity of questionnaire are 0.86 and 0.86 respectively. The academic achievement was measured as the average marks obtained by the student in last two calendar years in previous standards. Independent sample t-test was applied for statistical analysis and the level of significance was set at 0.05. The results of the study shows that sports group performed significantly better than non-sports group on both the parameters.

INTRODUCTION

There is old saying in Hindi literature “Kheloge kudoge banoge kharab, Padhoge likhoge banoge nawab” looks like old enough as it does not fits to the situation of present day. Very luckily we have witnessed so many extraordinary sportspersons who excelled in academics too. Why humans loss their tail? Why snakes lost their legs? There are so many clues have been found that humans were having a tail, but now we don’t have now. The roots of this question are hidden in principle of use and disuse. We grew the part of body that we use the most and what we do not use is getting shorter day by day. i.e. brain and size of the limbs. In today’s era where science and technology have made our life easy and convenient. The chief disadvantage of growing in science and technology is that we became idle and perform very less physical activity in our daily routine. We can observe that the children of present day are born with very sharp mind and less physically fit than we were in our childhood.

According to Charles Darwin’s (1864) principle

“Survival of the fittest” only the fittest can survive on this earth. This line means a lot in terms of providing good health and healthy brains to our next generations. So many species have come and gone from this earth but we the humans have survived till day. If we do not engage ourselves in physical activity our future generation may suffer from ill health condition with low level of strength and a shorter life span. Physical activities are very important part of life that we cannot ignore for long. In ancient days the humans were rely on hunting for their survival. Running, jumping, throwing like activities was the part of their regular life this way they made themselves strongest species on this earth. To counter the attacks of wild animals the humans used the best of their mind and body, and someday they managed to hunt the bigger and stronger animals of jungle. This happened because they had used the combination of mind and body.

In today’s era we all became civilized and lives in homes made up of brick, wood, cement and iron. We use motor operated vehicles for locomotion. In conclusion we can say that we are not that much

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physically active as like our ancestors. For us it is not feasible to climb on trees, run on the rough roads or swim in the river. To compensate that we are provided with advanced physical training equipment. We need to understand the necessity of being engaged in physical exercise. The overall development of child does require the equal engagement in study and sports. To check the fact that if physical activity and sports contribute to growth and development of child, in the present study we selected two variables emotional intelligence and academic performance for comparing the sports and non-sports groups.

METHODOLOGY

A sample of 200 male (100sports+ 100 non-sports) subjects have been selected randomly from various government schools of Gwalior. The subject's age ranges from 15-18 years. A written consent form

duly signed by the parents on the behalf of their son's was taken before collection of data. The performance of Sports and non-sports group was measured on two parameters one is emotional intelligence and another is academic performance. The emotional intelligence was measured with the help of questionnaire developed by A.K. Singh (2014) comprised of 60 items. The academic achievement was measured by average marks obtained by the students in two consecutive years. The data collected on two variables was analyzed with the help of MS Office excel. The subject's data was first cleaned for the elimination of outliers. Then the data was analyzed with Excel and Descriptive statistics, Independent sample t-test was employed for the statistical analysis of data. The level of significance was set at 0.05.

RESULTS

Table 1 showing various descriptive statistics (combined) for sports and non-sports group

S.N.	Statistics	Emotional Intelligence	Academic Achievement
1	N	200	200
2	Mean	21.76	62.16
3	Median	24.10	63.20
4	Mode	24.08	64.00
5	Std. Deviation	4.61	6.22
6	Skewness	-0.12	0.48
7	Kurtosis	-0.88	1.01

Combined scores of sports and non-sports group have been presented in table 1. The mean score of both the groups on emotional intelligence is 21.76 with SD 4.61. The mean score of both the groups on academic achievement in 62.16 with SD 6.22. Since the data collected on both the parameters qualifies for the application of parametric test and no outliers were found in dataset only Mean and Standard deviation need to be noticed.

Table 2 t-table for emotional intelligence

Group		N	Mean	Std. Deviation	t-value	p-value
Emotional Intelligence	Non-Sports	100	18.82	3.34	14.962	.0001**
	Sports	100	24.01	2.10		

According to table-2 it is evident that the significant difference does exists between the two group means. The mean reported for non-sports group is 18.82 which is less than the sports group's mean score 24.01.

Figure-1
Graphical representation of mean scores of Non-sports and sports groups

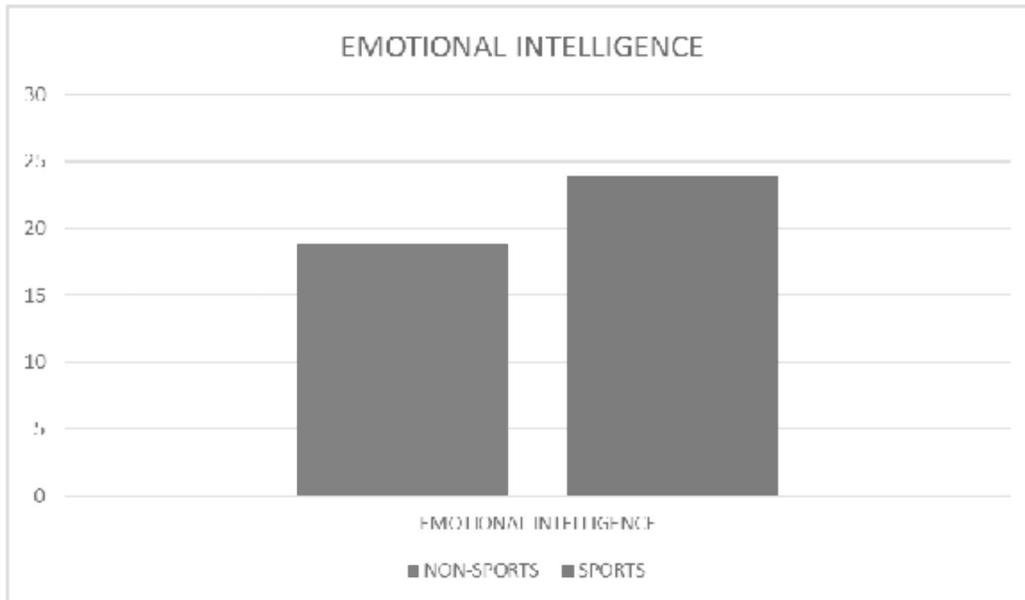
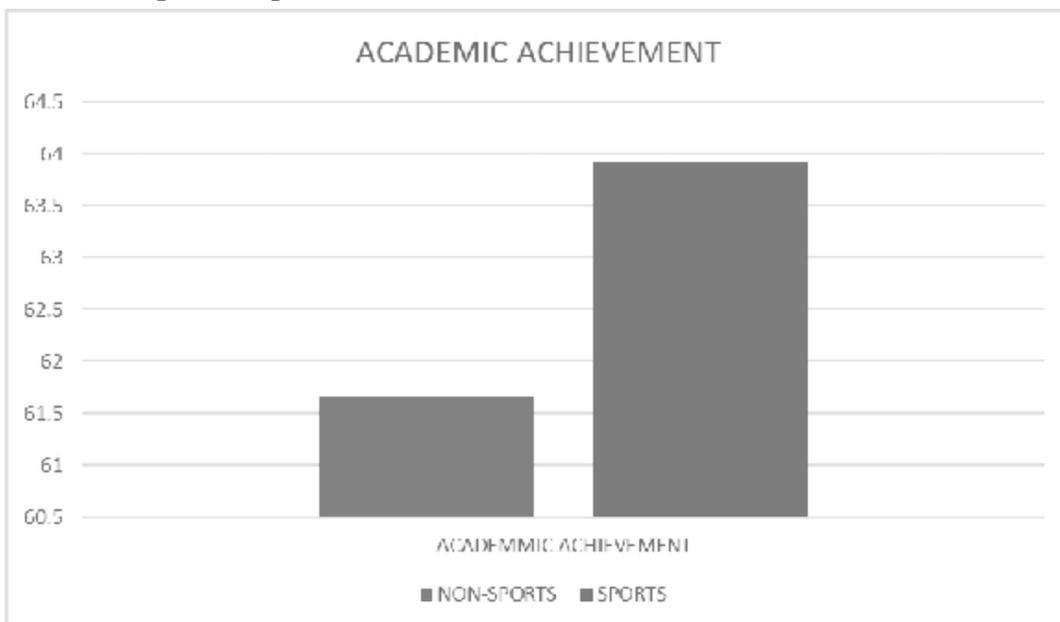


Table 3 t-table for academic achievement

Group		N	Mean	Std. Deviation	t-value	p-value
Academic Achievement	Non-Sports	100	61.66	7.70	2.210	.027*
	Sports	100	63.92	7.05		

The analysis of the data in table-3 pertaining to comparison of sports and non-sports group on academic achievement shows that sports group performed better than non-sports group as the mean value is high for sports group. Both the groups differ from each other significantly because the p-value associated with test statistics is less than 0.05.

Figure-2
Graphical representation of mean scores of Academic achievement



DISCUSSION OF FINDINGS

In this research study the researchers were interested in finding the difference between sports and non-sports subjects among the selected independent variables. Certain situation in playing sports require immediate attention and control over strong emotions. A player learns these skills after a long period of time. Sports may provide more number of chances to make the student emotionally strong. Gradually they learn: how to accept failure? How to control performance anxiety? How to remain unchanged in victory? The student learns to do well in many Psychological states through sports participation.

“A sound mind lives in a sound body” if we believe this philosophy then participation in sports can actually work as mile stone for developing mind. In the present study the sports group has performed better than non-sports group, this could be because of greater level of strength which can assist student for long hours of study. The sports group is more likely to be fit for tackling mental fatigue as they are acclimatized to opt this load under the playing situation.

CONCLUSIONS

Within the limitations of the study following conclusions were drawn.

1. Sports group performed significantly better than non-sports subjects in terms of Emotional intelligence.
2. Sports group shown better performance in academic achievement than non-sports subjects.
3. The parents should encourage their children to take part in sports.
4. The students who are playing sports should regularly take part in sports competition.
5. The sports students can do better in academics too if proper care is taken off.

The conclusions made in research work done by Khajehpour (2011) also supports the results of this study. Under his study, conducted upon 300 high school students of Tehran, Iran he concluded that the academic achievement and emotional intelligence are

significantly positively correlated with each other. One more study by Kumari and Chamudeswari (2015) supports the findings of the present study. Under the purview of their research work they conducted a study on 300 students of higher secondary level and concluded that academic achievement is significantly correlated with emotional intelligence and school environment.

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