



COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

RESEARCH ON: EVALUATION OF EMOTIONAL INTELLIGENCE  
IN SPORT ACTIVITY AMONG STUDENTS OF SPORT SCIENCE  
DEPARTMENT.

RESEARCH SUBMITTED TO DEPARTMENT OF SPORT SCIENCE  
IN PARTIAL FULFILMENT OF THE REQUIRMENT FOR THE  
DEGREE OF BACHELOR SCIENCE IN SPORT SCIENCE.

BY

S.NO	NAME	ID.NO
1.	TEMESGEN MOSSIE	NCSR/442/10
2.	TESHOME TADESE	NCSR/454/10

ADVISOR: Mr: ABDRAHMAN MOSSA

JAN, 2021GC

WOLKITE, ETHIOPIA

# ***APROVAL SHEET***

## ***BOARD OF EXAMINOR'S***

***NAME***

***SIGNITURE***

***DATE***

***ADVOSOR:*** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

***EXAMINOR:*** \_\_\_\_\_

\_\_\_\_\_

## Contents

<b>List of table .....</b>	<b>4</b>
<b>Acknowledgement .....</b>	<b>5</b>
<b><i>Abstract</i>.....</b>	<b>6</b>
<b>1. INTRODUCTION.....</b>	<b>7</b>
1.1. Background of the study.....	7
1.2. Statement of the problem.....	8
1.3. Objective of the study.....	9
1.3.1. General objective.....	9
1.3.2 Specific objective.....	9
1.4. Research questions .....	9
1.5. Significance of the study .....	10
1.6. Delimitation of the study .....	10
1.7. Limitation of the study.....	10
1.8 Operational definition .....	10
1.9 Organization of study .....	11
<b>CHAPTER TWO.....</b>	<b>12</b>
<b>2. REVIEW OF RELATED LITERATURE .....</b>	<b>12</b>
2.1. Demographic correlates.....	12
2.2 Sex .....	13
2.3. Socio economic status.....	14
2.4. Local .....	15
2.5. Social correlates.....	15
2.7. Personality correlates.....	18
<b>CHAPTER THREE.....</b>	<b>20</b>
<b>3. MATERIALS AND METHODS .....</b>	<b>20</b>
3.1. Study area .....	20
3.2. Research Design .....	20
3.3. Source of data .....	20

3.4. Study Population.....	20
3.5. Sampling and sampling technique .....	20
3.6. Data collection instrument .....	21
3.7. Data collection procedure .....	21
3.8. Method of Data Analysis .....	21
<b>CHAPTER FOUR .....</b>	<b>22</b>
4. Data analysis and interpretation.....	22
4.1. Variables wise.....	22
<b>CHAPTER FIVE .....</b>	<b>30</b>
<b>5.1. Summary of the study .....</b>	<b>30</b>
5.2. Conclusion .....	30
5.3. Recommendation .....	30
<b>References.....</b>	<b>31</b>
<b>Appendix .....</b>	<b>32</b>

## List of table

<b>Table 1:Scoring</b> .....	23
Table 2 Interpreting your scores: .....	23
Table 3 Table of Emotional Awareness.....	24
<b>Table 4: Table of managing ones emotions</b> .....	25
Table 5:Table of self motivation.....	25
Table 6 Table of empathy .....	26
Table 7: Table of Coaching others emotion.....	27
Table 8: Comparig and contrasting emotional intelligence .....	28

## **Acknowledgement**

First of all we would like to thanks to GOD for every success through of our life. We would like to express our deepest heartfelt thanks to our advisor **Mr Abdrahman Mossa** and for his encouragement while conduct this study. We would like to thanks for our family for their financial support and moral encouragement for the success of our study.

### *Abstract*

This research has conducted as Wolkite University in evaluation of emotional intelligence in sport activity among sport science department students. The general objective of this study was to evaluate the student's emotional intelligence in these study twelve questions has been prepared for thirty seven students. Each student gave respondent for all twelve questions, we have been tried to identify the emotional and emotional competence in this study were very good but some student students were not so good in the emotional competence. These emotional competences contain five components. Each component should measure and evaluate for each of thirty seven students. This study indicated that whether students were emotional or not and compared to the males. Generally, the objective of this study is to encourage and help students by the respond of emotional intelligence.

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

It is important to evaluate and manage each and every person's works. People in the world running here and there to service the life every second, minutes, hours, day, week and till century. While they are running many problems face them. The main things are not get in to the problem but it is how to save and manage the problems for that the issue agendas. The problem should happening daily but the intelligent is giving imitate response for the problems. That is why we are tired to solve the problems of students in sport science department regarding to evaluation of emotional intelligence in sport activity. Thronging the service of the problem is very essential to give focus on the solution. While we are telling about the evaluation on emotional intelligence of students in sport science we should deal about the well-being of the students themselves. This well-being consists optimism happiness and self-steam or self-confidence (Freshman and Rubino, 2004).

Emotional are involved in every aspect of behaviour. When they face phenomena people first react analytically broader and emotion can be positive or negative (Achaia & shrifidaramadi, 2006).

Sport physiologist aim at regulating emotion through teaching emotional intelligence entails (winter and Martine 1994). 1) Understanding among others emotion. 2) margin these emotion (Goreman1995) believes that emotional intelligence encompasses and two set of personal skills including self-awareness and self-management and two social skills including social awareness and relationship management.

Many psychologist believe that happiness as a positive emotion including pleasure gratification and life satisfaction and a happy person is the one who enjoyed all his or her activities almost always seems satisfied is not anxious or depressed (zarematin, et al. 2009).

Generally the purpose of this self evaluation is to measure your tendencies and abilities within various areas of the emotional intelligences. The emotional intelligences self evaluation measures five areas of emotional intelligences including.

- Emotional awareness
- Managing one's emotions
- Self motivations
- Empathy
- Coaching others emotion

## **1.2. Statement of the problem**

This study has conducted to find out evaluation among students of sport science in Wolkite University and focus on students to consider their performance and health related skills.

The components of emotion intelligence of self evaluation are very important to manage and control evaluation and others emotional.

The study was conducted with the question of:

- ❖ How can we develop the emotional awareness of one's self and others?
- ❖ What students should do to increase self emotional?
- ❖ How students can manages empathy of other students?
- ❖ Factors that affect the empathy of students?
- ❖ Can we coaching others emotion and how?

The main things to maintain and improvement of the evaluation of emotional intelligence students to get their emotional competency.

Emotional awareness is one of five emotional active in their work so that it is very use full for every and each individual to help them in their individual. Therefore we should aware in the emotional and others of emotions.

### **1.3. Objective of the study**

#### **1.3.1. General objective**

The general objective of this senior essay paper is to explore evaluating emotional intelligences sport science students in the case of Wolkite University. We should encourage their good action and develop the emotional intelligence and increase to every admissions.

#### **1.3.2 Specific objective**

The main study of this points focus on:

- 1) Managing emotional action and its problem among students of sport science
- 2) Encourage the students mercy fullness and help ,them on the good action
- 3) By investigating the problem bringing the will-being between students of sport science department
- 4) Help students to get self-confident
- 5) To increase their optics and happiness
- 6) To make large the assertiveness the student and their sport participations

#### **1.4. Research questions**

- 1) The mentioned problems does not of owner to evaluate
- 2) The problem has increased its root in the student
- 3) Among students female students are affected by culture, so that, this lead them may to change themselves
- 4) They have enough society, but they don't have enough advice for the willingness
- 5) The altitude of the school administration, students and physical education and teachers are relatively poor.
- 6) The society may have their own in a weakens on the student

The number of female students is very small compared with male students for some years ago. This shows that, students are very less in physical education activity or in sport science department.

Not only in this section but also there are very few in any their sector. The evidence for there is not discovery it is what are day to day. When we observe the participate of student, there are not enough as much as possible. Our hypothesis makes to show as this entire problem, so that it is not rejected rather than accepted if we get the exact message of our hypothesis, we couldn't difficulty to change the next step.

### **1.5. Significance of the study**

The significance of the study is to manage the problem of self-evaluation and increasing some areas of emotional competency the emotional competency consists of five components. These are emotional awareness, managing once emotional, self-motivation, empathy and coaching others emotion. Northing on these five components can increase the ability of an individual and make aware and active rather than being passive.

In our study this research paper it is thought that the improving of emotional awareness in this society. Self-control, self-confidence, sociability and emotional among students of sport science

### **1.6. Delimitation of the study**

This study is restricted in Gurage zone which is 162 km South of Addis Ababa particularly in Wolkite University. High institute which found in around Gubre sub city of Gurage zone.

This research is delimited up on the students regarding to evaluation of emotional intelligence in sport activity on sport science department students.

### **1.7. Limitation of the study**

During conducting the study, the researcher were on countered many problems that you in fullness the quality of the study, these are

- Financial problem
- Shortage of time
- Unavailability of internet service for additional information
- Shortage of literature in the books stories

### **1.8 Operational definition**

- ❖ **Emotional awareness** is essentially being able to identify the emotions you're experiencing at any given time.
- ❖ **Managing emotional reactions** means choosing how and when to express the emotions we feel.

- ❖ **Self - motivation** is the force that keeps pushing us to go on – it's our internal drive to achieve, produce, develop, and keep moving forward.
- ❖ **Empathy** is the ability to understand and share the feelings of another.
- ❖ **Coaching others emotion** means understand unspoken emotions and dynamics among individuals or groups. And they cultivate positive relationships personally and professionally. All that makes an effective leader, team member—or parent and spouse for that matter.

## **1.9 Organization of study**

The paper is organized under five chapters these are chapter one states about the introduction and Background of the study, Statements of the problem, Objectives of the study, Basic research questions, Significance of the study, Limitation, delimitation and definition of Terms, chapter two states with review of related literature and concepts of football club, chapter three indicates about the methodology of the study and chapter four data analysis and interpretation, chapter five summary, conclusion and Recommendation.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Demographic correlates

Research on emotional intelligence with regard to certain demographic However, these studies don't to similar conclusion but, have reported the significance of demographic variables in studying emotional intelligence.

Following are some of the review in this context.

Age the older children displayed greater emotional competence than their younger counter parts. It has been found that emotional intelligence increase with age or grade. It has been also reported that emotional maturity was positively related with physiological maturity (solvely and mayer. 1990) have shown that the EI developed with increasing age and experience. Goleman (1995) found that the signs of EI appear among very young children.

Goleman (1996) have also stated that EI increase with age and it can be series of solemn studies it was shown that people can change their EI competences over two to five years (Boyatzis 2000)

Mayer et al (2000) also showed with a series of studies that emotional intelligence increased with age and experience which qualities it is ability rather than a personality trait. Wong and low (2002) wording with different samples have found that the age is positively correlated with EI across different job situations.

Similarly Mutations (2004) had reported in his study among 239 adults aged between 19-66 years that older participants scored higher on three out of four branches of EI i.e.focalization understanding and management. This study supports the view that emotional intelligence develop with age.

Chapman and Haysip (2006) have made across sectional analysis in order to measure EI in a young and middle adults differentiation of the construct of emotional intelligence was

investigated in young and middle aged adults. Midlife adults report significantly greater use of optimum (components of emotional intelligence) a mood regulation strategy than was reported by young adults.

## **2.2 Sex**

Thingwam and Ram in their attempt of Indian adoption of EI scale (Schutte et al 1998) had developed Indian notims (N= 811) for male and females separately and found that women were significantly scoring higher than men similarly Mohanty and Devil (2010) have revealed in their study on gender and well aware of their feelings in comparison to boys. Girls are more aware and understand their own feelings (components of EI) than boys.

Similarly Ciarroch, Chan and Baiger (2001) found that EI was reliably measured in adolescent and was higher for female than male.

The relationship between emotional intelligence and sex differences among 134 adolescents involved in a six week training camp run by the military was investigated by Charbonneau and Nicol (2002) results revealed that girls scored same but not significantly higher than the boys on emotional intelligence.

Mishra and Rarian (2008) have also been studied whether the gender differences affects emotional intelligence of adolescents (N= 80, 40 male 40 female). The results showed that adolescent boys and girls differ significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher score of adolescent boys indicate that are better on interpersonal intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) are of higher order than the adolescent girls.

In the study reported by LemaDevi and Royal (2004) based on gender differences among EI (N= 224) it was revealed that seventy six percent of girls have scored EI above average. Whereas, eight one percent of boys have scored their IE above average. This concluded that boys have scored slightly higher on their emotional intelligence as compared to their counterparts.

Hunt and Evans (2004) have reported in their study on individual (N = 414(181 male and 233 female) having individual experience and stimulations studied on their emotional males have higher EI than females.

Matur, Molhotra and Dube (2005) have evaluated the gender differences in the selection variables of emotional intelligence which were attribution, taking responsibility and scholastic achievement in high school students (N= 83, M=36, F= 47 with an age group of 13 to 15 years. The study does not revealed any significant gender differences so, the study concluded that there is no significant difference among boys and girls on the selected components of EQ.

Study done by Saranya and Velayudan (2008) among 30 male and 30 female university students requiring gender differences in emotional intelligence revealed that their exist no significant differences revealed awareness self-regulation social awareness and social skills among day schools boys and girls

There exists a significant differences in the dimension of motivation girls are better motivated than boys; this is because which result in present behaviour directed towards certain goals.

Jadhav and Aavaloppanavar (2009) investigated the level of emotional intelligence among made and seamed police constable trainees (N= 200). Result of revealed that women police constable (WPC) trainees have scored significantly high one emotional intelligence than their counterparts it may be because of the fact that men spend most of their time with peers and home whereas women spend most of their time from the childhood in the home, with family members and even in their later life at home.

Hence they learn have to behave with others and how to control their emotions women are keener in every aspect and they utilize opportunities properly etc.

Furthermore, the result also revealed that the women police constable trainees (WPC) scored higher on self-motivation emotional stability commitment altruism empathy and self-awareness factors of emotional intelligence in comparison of female candidates.

### **2.3. Socio economic status**

Studies on emotional intelligence in relation with socio economic status are reviewed as under.

An exploratory study of the relationship between emotional intelligence and socio economic status was alone by Holmes (2007) in which emotional intelligence was considered as criterion variable and see as predictor and occupation; private and multivariate correlation analysis revealed significant positive relationship except mothers occupation and house hold income. Further number Sahebihagh, Ebrahim and Rahmani (2008) have found significant relationship

between emotional intelligence score and the students satisfaction of their family socio economic status among nursing students.

In order to out the effect of monthly income on the level of emotional intelligence among B Ed teacher trainer (W= 300) Galdhaman and Morugan (2009) have accepted on empirical study and results showed that the socio –economic status or monthly income do not cause any significant effect on the emotional intelligence.

The relationship between emotional intelligence and socio economic status was studied by Jacques (2009) among 221 college students and the study reported that socio economic status did not predicted emotional intelligence.

Monthly and Devi (2010) in their study revealed that good education and occupation of parents in positively and significantly effects the interpersonal relationship and maintaining mutually satisfying relationship characterized by emotional closeness and intimate.

#### **2.4. Local**

Mayer and solovey (1997) have suggested that individuals from different sub cultures approach emotional differently. According to SibiaSrivastava and Misra (2003) EI differ across cultures.

Study locating the discus on emotions in the context of culture and human development by Sharma and Sharma (2004) was explored the nation of emotional competence among a sample of adolescents (N=70) aged 12-18 years included boys and girls studying in class VI to class XII in a one senior secondary school in a rural zone of New Delhi.

The children lived their sharing of common ecology facilitative of prater interaction among each other and were much less exposed the spaces and lives outside. On the bases of open ended interview and classroom based enactments as well as written exercises accompanied by group discussion it was collected that the developing awareness of mention in children as means of desorbing oneself is revealing of the interplay of study enabled to discern the varied understanding and use of emotion in children's everyday lives.

#### **2.5. Social correlates**

Person with higher emotional intelligence are found to be more social. There are some studies available in the literature related to emotional intelligence emotional intelligence plays a significant role in establishing and maintain relationship (Goldman, 1995 Molouff And

Schetter (1998) found in their study that the person with higher and they displayed better social skills.

Emotional intelligence includes those trait social skills.

Emotional intelligence includes those traits that are most likely to insure success in marriage or love affair and the like of it explain the reason why people face failures in their personal professional life despite having higher IQ.

All major relations such as parent child, teacher students between peers to colleagues etc. which are perceived as our strength are usually based on dimension of emotional intelligence. Theory supported that if one has a good amount of emotional intelligence, the person will have a good ability to adjust and special capacity to solve problems of daily life. An analysis of the traits of persons high on psychometric intelligence (IQ). But low in emotional intelligence (EI) yields the stereotype of a person who is critical and uncomfortable with others. EI was correlated slightly but positively with belief and social relation (Thingujam and Ram 1999, Schetter et al 2001) found that higher scores of emotional intelligence had higher scores on close affectionate relationship. Kummer and Bhushanchose 2006 have examined the relationship among emotional intelligence and interpersonal participation practice (IPC); among 120 male students of IIT with Ghat; result revealed that IPC higher correlated with emotional intelligence was correlated strongly and positively with coping with stress, and moderately and negatively with trait anxiety. It has found that cognitive intellectual abilities are largely based in the neo cortex area of the areas of the brain, while emotional functioning is largely supported by the neurologic circuitry in limbic areas (example Amygdala). In terms of the two hemispheres, the right hemisphere is more involved in emotional processing particularly negative affect than the left which sustains linguistic, logic activities (Carleson, 2001)

## **2.6 Educational correlates**

Research evidence demonstrating the predictive effect of emotional intelligence on academic achievement is growing enormously. Alan Mc (Luskey 1999) highlighted the importance

emotional intelligence to find their way in to school curricula. According to him introducing emotion in schools would be a radical change a strong indication that emotional intelligence is predictive of academic success has provided in several studies. (Parker 2004; Swart 1996, Pau et al found that students with a high level of emotional intelligence were more likely to adopt reflection on the appraisal, social and interpersonal, organization and time management skills whereas low emotionally intelligent students where healthy damaging behaviour. Following are some more relevant reviews regarding academic success and emotional inelegancy;-mother, Dube and Malhotra (2003) have studied the relationship between emotional inelegancy and academic achievement. Data was collected on a sample of 83 adolescents boys and girls) from a local public school results revealed that emotional inelegancy corroborates and compliments academic achievements. The data also exhibits that adolescents who have higher level of responsibility do better on scholastics performance, make better adjustments and there are more conflict.

The education sector, it has been reported that children with high emotional inelegancy, ore confident, are better learners, have high self steam and few behavioural problems are more optimistic and happier and also handle their motions better (Ghosh and Gill, 2003).

Cognitive correlates most psychologist student believe that our cognitions, our perceptions memories and interpretations are essential components of emotion. Emotion and interpretations are essential component. Emotions have two components physical arousal and cognitive label (e.g. schuchers theory of emotion). Our every day experience suggests, there are ended many links between emotion and cognition. The way we feel, influence, the way we think and our thoughts, often shape our moods and emotions. People's feelings can systematically influence what kind of thoughts is retrieved from memory.

Our thoughts seem to exert strong affects in our emotion, and this relationship works in the other directions as a way. So, there are important links between emotion and cognition between the ways we feel and the way we think. The findings of many skills indicate that our current moods can strongly influence cognitive on through its impact on the style of information processing we adopt. The experience of emotion and its evaluation involves diverse brain regions. Lane (2000) has argued that complex, blended emotions are mediated by distinct hierarchal organized brain strictures. From this perspective unconscious emotional responses are governed by lower green areas highly appraisal of emotion and reactive behaviours required higher cortical mechanisms.

Austin (2004) has examined the relationship between trait emotions intelligence and tasks involving the recognition of facial expression of emotion. To facial expressions recognitions tasks using the inspection time (parading) assessed speed of emotional information for information processing. It was found that scores on all three emotion related tasks were strongly inter correlated were scores remained significantly correlated when symbol in performance ways privileged out.

## **2.7. Personality correlates.**

Personality refers to individual differences in the ways in which people comfort challenges of the linkage. Emotions contribute to thought and also have linkage with personality. The constrict of personality type and emotion intelligence have attracted researchers in the area of psychological and other social science.

Through emotion an important role in linkage personality in this context emotional influences is proposed as a way of identifying and organizing the specific skills needed to understand and experience emotions most adaptively (Godeman,1995;)mayer,1995; and salivary,1993; mayerslavery and carguso,2000; salved and Mayer 1990, following are some acts and emotion of all intelligence.

Kokkonen and KKininen 2001 in their longitudinal study examined the role of extraversion and neutricilation among 89 women and 81 men 27 years)by using standardized version of Essences personality Questionnaire (EPQ) and rather at the age of 33 the subject completed the objective personality inventory authorized adaptation of Neo personality inventory where emotion regulation was measured by the repair sub scale of the meta regulation scale. Structural equation modelling demonstrated ambivalence (regulation and lowered usually of repair and extraversion on the other hand was linked version also led to higher attempts to rely on emotional social support to regulate emotion but less internet ) in using repair correlation findings revealed that extraversion and neuroticism should differential continuity between ages 27 and 33.

Another study exploring link between emotional intelligence and personality traits (extraversion and neuroticism have been reported by lopes salvos and strains (2003) in a sample of 103 collages students. The association between emotional intelligence and personality traits

remained as the result showed that higher emotional intelligence is positively linked with neuroticism as assessed by MSCEIT and big five personality test.

# CHAPTER THREE

## 3. MATERIALS AND METHODS

### 3.1. Study area

The research study is take place in Wolkite University at main campus. Wolkite University is one of the third generation universities in Ethiopia. Geographically the study area located approximately 162 km south of Addis Ababa and 10 km away from Wolkite town, in the west Gurage zone.

### 3.2. Research Design

For the successful completion the study, descriptive survey studies are used for the purpose of this study on the assumption that these methods are relevant to describe the existing situation. A descriptive survey method is more effective to evaluate the phenomena and assess the status of emotional intelligence. In addition to this, the method is also appropriate to describe the trend that is developed.

### 3.3. Source of data

The researcher used both primarily and secondary source of data. For the primary source of data were gathered from students and teachers where as for the secondary source of data were gathered from relevant book, Internets, and journals.

### 3.4. Study Population

This study would selected all students from sport science department. In this study, the total number of students was 37.

### 3.5. Sampling and sampling technique

There are many technique of sampling design in statistical methods. Sampling technique are scientific technique of selecting representative of the target population to provide the required estimation. The sampling method used in this study was simple random sampling.

We use all 3rd year sport science students (37) as sample because of no more students from 1st and 2nd year students in the compound because of COVID -19 pandemic. Among them 14 are females and 23 are males.

### **3.6. Data collection instrument**

The intended information for this study was acquired through data gathering tool questionnaire. Questionnaire is quite popular data gathering instruments particularly in case of being inquires. Penitent information for this study two different sets of questionnaire were to developed for students and instructors based on the basic question in interview they were prepared in English.

### **3.7. Data collection procedure**

In this research the researcher check the students consent. After this the researcher told the basic on how they fill the questionnaires. Finally the questionnaires was distributed and filled by the students before in the eyes of the researcher.

### **3.8. Method of Data Analysis**

The data collected are analyzed both. Quantitative qualitative and the close ended questions tabulated stated in percentage and followed by qualitative expression. And the open ended questions are analyzed qualitatively.

### **3.9. Research Ethics**

The study was deal with the ethical issues. It was protected the privacy of research participants and make guarantee and confidentiality. The study conducted according to Wolkite University rules, policies and codes relating to research ethics.

# CHAPTER FOUR

## 4. Data analysis and interpretation

### 4.1. Variables wise

This chapter deals with the analysis and interpretation of the data obtained from the students through the questionnaires from 37 3<sup>rd</sup> year sport science students of Wolkite University.

The purpose of this self evaluation is to measure your tendencies and abilities with various areas of emotional intelligence. The emotional intelligence self evaluation measures five areas of emotional intelligence. Including:-

- Emotional awareness
- Managing ones emotion
- Self motivation
- Empathy
- Coaching others emotion

Direction for completing the emotional intelligence self evaluation consists of:

- Part 1 : rating
- Part 2 scoring
- Part 3 : interpreting your scores

Begin with part 1: rating and proceed sequentially through each of the other parts.

**Part 1:** rating. In space provided next to each of the following statements please write in the number which best describes your agreement with the item, using the scale immediately below.

1 = strongly disagree

2 = disagree

3 = neutral

4 = agree

5 = strongly agree

## Part 2

**Table 1:Scoring**

Add your score for the various areas of emotional intelligence according to the instruction below.

Emotional competency	Item numbers	Your score
Emotional awareness	1+2+9	
Managing one's emotion	5+10	
Self motivation	3+4+7	
Empathy	6+11	
Coaching others emotion	8+12	

## Part 3

**Table 2 Interpreting your scores:**

Comparing your score with the chart below you to assess your current standing on the various emotional competencies relative sport science students sampling of their emotional intelligence.

Emotional competency	Definite strength	Needs development	Need substantial development
Emotional awareness	31 or above	26-30	25 or below
Managing one's emotion	32 or above	27-31	26 or below
Self motivation	31 or above	27-30	26 or below
Empathy	31 or above	26-30	25 or below
Coaching others emotion	30 or above	25-29	24 or below

In our study since emotional intelligence has been grouped in to five components we have been constructed at table for each one by one.

Emotional intelligence questionnaires have 12 questions and have been divided in to five components. The questions are given in appendix.

In our study we have been analyzed all 3<sup>rd</sup> year students of sport science department.

In our study we used the above table we have been to construct different other five tables.

**Table 3 Table of Emotional Awareness**

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
Definite strength	0	0
Needs some development	20	54.1%
Needs substantial development	17	45.9%
Total	37	100%

In the table 1 emotional awareness of students of Wolkite University sport science department of some student students are given. In our study as table 1 was examined the emotional awareness of participant all students.

As table of emotional awareness indicated out of total 37 students none of students were good by the definite strength. They were zero scored frequency and percentage of the definite strength.

But in the same area of emotional awareness 20(54.1%) were needs some developments. This showed us more of the students should do in the area of emotional awareness.

The third things about table we showed us that the 17(45.9%) of the students were required substantial developments. This showed us around 50% were very poor in this sector.

Generally about this table, we understood that students are poor in the emotional awareness, and the definite strength was automatically zero.

**Table 4: Table of managing ones emotions**

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
Definite strength	2	5.4%
Needs some development	20	54.1%
Needs substantial development	15	40.5%
Total	37	100%

In table two understood that it was somewhat better than the first table. In this table we obtained 2(5.4%) of definite strength in the area of managing one's emotion. In this table we understood that students were better in the area of managing one's emotion than emotional awareness.

As the same manner in table two, we have been divided the table two in to three levels. The first level consist 2 (5.4%), 20 (54.1) and 15(40.5%) respectively.

In this table 50% of the students were below the required level. This percent could not manage once emotion this is the fact that table are showed.

5.4% could enough or definite strength to manage ones emotions. This indicates that in the management area students are not good, but not as poor as emotional awareness area.

In the managing once emotion area 54.1% were need some development. This is better than the 50% of need substantial developments. Generally they were better but not so good or enough.

**Table 5: Table of self motivation**

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
Definite strength	7	18.9%
Needs some development	13	35.1%
Needs substantial development	17	45.9%
Total	37	100%

In the table three we have been obtained good students in the self motivation area why because they were better than the previous table 1 and 2. In area of self motivation 5 (16.667%) was definite strength.

In this one of needs Some Development Was 9(30%) is corrected in the future. This indicated that, as there was better than the previous self evaluation of emotional in intelligence.

We understood that they were better in self evaluation. Most of the participants did consist of 53.334% of self evaluation.

We have been developed the self motivation to keep the societies health and wellness through advice and encouraging the students.

As we obtained from the table, the values of definite strength was better than the previously table. Therefore, we calculated that the students in this self motivation area were motivator and could have been encouraged themselves.

Even though it was little better mostly were dominated by the needs substantial developments.

**Table 6 Table of empathy**

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
Definite strength	5	13.5%
Needs some development	22	59.5%
Needs substantial development	10	27%
Total	37	100%

In this table four, we have understood that in the area of definite strength were decreased comparing to table three about self-motivation description. It is measured was 3(10%) was definite strength.

In the other specially needs some development was dominated and it is measure 20(66.667%). So, this was not so bad. Why because it was developed in the next step to the definite strength. They were obtained in this sector from the empathy.

From the next, we understood that, the 7(23.334) was needs substantial development. Totally we obtained that in the empathy surrounds students were found mostly at the middle. This indicated the awareness of girls in the empathy was not bad.

The general things about table were not so bad as well as not so good. But it was needed development by encouraged the students to did their best encouraging the students could be encouraging the whole societies.

**Table 7: Table of Coaching others emotion**

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
Definite strength	8	21.6%
Needs some development	19	51.4%
Needs substantial development	10	27%
Total	37	100%

The fifth and the last table were about the coaching others' emotion and it was indicated us about the definite strength, needs some development and needs substantial development.

In the first of the three components, that means of the definite strength was measured from the table about 8(21.6%).So that, this indicated the highest percentage of all in the definite strength. This again showed as the students were award than any other areas.

The dominated table was measured 10(27%) and needed substantial development students were poored again here to change this situation the student's required substantial development in the above study.

The better table than the substantial development was measured about 14(13.332%) approximately. And it was the least in the three of the experience in chapter four tables.

Generally in the above tables, the emotional intelligence can be occurred as much as possible areas and didn't occur in a detail areas. The indicating for this was the following table.

The competence, grades on the frequency table:

**Table 8: Comparig and contrasting emotional intelligence**

<b>Emotional competency</b>	<b>Definite strength</b>	<b>Needs some development</b>	<b>Need substantial development</b>
Emotional awareness	0	20	17
Managing self motivation	2	20	15
Self motivation	7	13	17
Empathy	5	22	10
Coaching others' emotions	8	19	10
Total	22	94	69

In our study we understood that, the self evaluations of student students in the five components of emotional competence

As the above table six indicated total 22 of the emotional five components were examined the definite strength and 8 of 22 found in the coaching others in motions. This indicated the students were well in the coaching others emotion than the four others emotional competencies

In the emotional awareness students were poored. That means, 0 score in definite strength. That showed as students did not aware about some things.

Generally when we considered the three grades, needs some development, needs substantial and definite strength, 94, 69 and 22 respectively.

The small number 22 indicated definite strength the middle number 69 also showed as needs substantial development and the last and the third number indicated (94) need some developments.

Generally the students should be encouraged in the areas they become weak. The things that invited the female to become weak was, females were forced by the males to do what they couldn't and got superior their confidence and self esteem by the male.

In our study, about evaluation of emotional intelligence in sport activity among female students in sport science department were concluded from the above table.

# CHAPTER FIVE

## 5.1. Summary of the study

In our study which was conducted on students of Wolkite university departments of sport science, from table variables; it was found that gender has an effect of awareness of emotional intelligence. The evolution of emotional intelligence consists of emotional competence this emotional competency of five components the self evaluation showed as the students were active in emotional awareness, managing once emotion, self motivation, and empathy and coaching other emotions.

## 5.2. Conclusion

Based on the above data analyzed in chapter four the following findings have been proved by the respondents:

- ❖ The impact of cultures, languages, religious and other psychological factors that affect student's emotional intelligence
- ❖ Motivation towards emotional competence must gives for students in all physical activity at Wolkite University
- ❖ Finally the main situation raised by student participations in many activities.

## 5.3. Recommendation

From the analyze and the conclusion made so far , research would like put the following recommendations: The researcher hoping that it will be remade for the problems investigated and will help to decrease the number of problems in the emotional intelligence.

The university and university administrator bodies should given the recreational and advice for students. Help to practice in physical activities; this may help them to be active in emotional intelligences.

## References

- Erdoğan, M. Y. (2008). Research on emotional quotient in terms of certain variables. *Electronic Journal of Social Sciences*, 7(23), 62-76.
- Freshman, B. & Rubino, L. (2004). Emotional intelligence skills for maintaining social networks in healthcare organizations. *Hospital Topics*, 82(3), 2-9.
- Girgin, G. (2009). Evaluation of effects of some variables on emotional intelligence in student teachers. *Journal of Social Sciences*, 22, 131- 140.
- Goleman, D. (2007). Emotional intelligence (Why it can matter more than IQ). 31st. Edition. Translator in Turkish: B. S.
- Gürbüz, S. & Yüksel, M. (2008). Emotional intelligence in workplace: Its relation with job performance, job satisfaction, organizational citizenship behavior, and some demographic factors. *Journal of Doğu University*, 9(2), 174-190.
- Gürşimşek, I., Vural, D. E. & Demirsöz, S. E. (2008). The relation between emotional intelligence and communication skills of teacher candidates.
- Iacobucci, D. (2010). Structural equations modeling: Fit indices, sample size, and advanced topics. *Journal of Consumer Psychology*, 20,90-98.
- Journal of Mehmet Akif Ersoy University Faculty of Education, December 0111. Hunt, N. & Evans, D. (2004). Predicting traumatic stress using emotional intelligence. *Behaviour Research and Therapy* 42, 791-798.
- *The International Journal of Human Resource Management*, 15(1), 95-111.
- Yüksel. İstanbul: Varlık Publication Göçet, E. (2006). The relationship between emotional intelligence levels and coping with stress attitudes of university students. Dissertation, Sakarya University, Turkey.

## **Appendix**

### **WOLKITE UNIVERSITY**

**COLLAGE OF NATURAL AND COMPUTATIONAL SCIENCES DEPARTMENT OF SPORT SCIENE**

Dear,

We are students conducting an academic research on self evaluation; to measure about tendencies abilities in varies areas emotional intelligence. This is partial fulfillment of the requirement for the bachelor of degree in sport science at Wolkite University. We, therefore seek your kind participation in this study. The purpose of this study is self evaluation; to measure about tendencies abilities in varies areas emotional intelligence. Your opinions will be kept highly confidential and the study findings will be used strictly for academic purposes only. This questionnaire is comprised of different question related to the study, which will take just a few minutes of your time. If you don't understand the question, you can ask the examiner. To each of the following questions please mark "X" in the space provided for your answer as completely as possible which describes you best agreements. Thank you in advance for your cooperation. Yours faithfully,

- A. Strongly disagree B. Disagree C. Neutral  
D. Agree E. Strongly agree

S.No	Questions ( items)	Response				
		SD	D	N	A	SA
1	Both negative and positive emotions as a source of wisdom about how to navigate my life.					
2	Negative feeling help me to address what I need to change in my life.					
3	When challenged, I am good at getting calm and focus to flow with life's demands.					
4	When challenged, an able to summon a wide range of positive Emotions such as fan, joy, fighting sprint and homer.					
5	I am effective at listening to other people problems					
6	I am sensitive to the emotional needs of others.					
7	I try to be creative with life challenges.					
8	I respond appropriately to other peoples need, motivation desires.					
9	When the time is right, face my negative feelings and work through what the issue is.					
10	Knowing my true feeling is crucial to my well being.					
11	I am good at understanding the emotions of others people ,even when the emotions are not directly expressed.					
12	I help others to use their motivations achieve their personal goals.					

