



**INVESTIGATION ROLE OF MOODS AND EMOTION OF STUDENTS WITH
REWARD OF GENDER DIFFERENCES**

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ABSTRACT

The aim of this study was to compare the emotional intelligence between active and inactive boys/girls students. This research was descriptive survey and was done by field study. Statistical population included whole boys/girls students of Ahwaz Shahid Chamran university in 2011-2012 educational year (N=9775). Sampling method was classified randomly, and 370 subjects were selected. Instrument for gathering data were 1) questionnaire of individual characteristics and 2) emotional intelligence questionnaire of Schutte et.al (1998) which includes three elements (evaluation and exposure of excitement, excitement regulation, and using excitement). The questionnaire reliability was measured through Kronbach ($\alpha=0.82$). To analyze data we used descriptive and inferential statistics methods (multi-variable variance analysis, Scheffe-test, and independent t-test). Results showed a significant difference between emotional intelligence in active and inactive students, which emotional intelligence of active students was more than inactive students. Also, there was a significant difference between emotional intelligence of boys and girls (students), which emotional intelligence of girl students was more than boy students. According to finding of this study it is recommended to authorities of sport in university which pay more attention to sport activity among students, which leading to improvement of emotional intelligence.

Key words: Emotional intelligence, Active, Inactive, Students, Gender

INTRODUCTION

Human life is full of positive and negative events. Decision-making about each topic is very important and vital. Decision-makings depend on specific environmental conditions, individual circumstances and personal emotions.. Emotional intelligence determines how the information of emotions and emotional responses is processed in mind [1].

Emotional intelligence term was proposed firstly by John Mayer & Peter Salovay In 1990s. according to John Mayer & Peter Salovay , people with high emotional intelligence are able to control their emotions, distinguish between positive and negative effects of emotions and use emotional intelligence to guide the thinking process and their own actions [9]. Goleman claimed that emotional intelligence is the greatest predictor of success in life, because 85% to 90% of its excellent performance depends on emotional intelligence, while IQ is considered as 10% of performance. According to Goleman, people with high emotional intelligence are more able to know their emotion, control their emotions, exciting themselves, knowing emotions of other people, and making communication with other people. In addition, low emotional intelligence results

in impulsiveness, poor social skills and antisocial behavior [18].

Emotional intelligence helps to success in sports fields very much. Controlling emotions in athletes is very important, because lack of controlling emotions of athlete, impacts on his / her performance generally in some cases. According to results of research by Zuskova et al [29] , successful athletes possess high abilities and special intelligences, especially in emotional intelligence, that enables them to do the best.

According to Vassiliki & Dimitra, athletes have higher levels of emotional intelligence rather than non-athletes [28]. Litherland et al believe that athletes with high-emotional intelligence have some features including exciting and motivating themselves, endurance and resistance to failure, not losing hope, cordiality, empathy, teamwork and hope [20], and students who take exercise and are hopeful and happy, coordinate more with each other and have more emotional intelligence [13, 11].

Most studies comparing athletes and non-athletes emotional intelligence suggests that emotional intelligence of athletes is more than non-athlete [3,8,22,12,19].

On the other hand, many researchers have focused on sex differences in emotional intelligence [14, 17]. Emotional

intelligence level of girls is more than boys. Girls perform better in perception and controlling emotions than boys. But, their performance to control their emotions is not better than boys [15]. Generally, the studies about level of emotional intelligence in females and males shows significant difference in favor of females [4,2,6,27,25,23,7,5]. Khosro Jerdi and Janzadeh in a study about a comparison between emotional intelligence of girls and boys, found out that boys have more emotional intelligence than girls [11]. It seems that athletes are more able to control and percept emotions. Therefore, emotional intelligence is very important for them to communicate with others in social communications. According to limitation of researches in this field, this study is going to compare emotional intelligence of active students with inactive students and comparison between girl and boys.

MATERIALS AND METHODS

This research is descriptive survey and field study. Statistical population of research is all undergraduate students of Shahid Chamran of Ahvaz in 2011-12 (N=9775). Random sampling with proportional allocation was performed, and 370 students were selected (245 girls and 125 boys). Finally, 339 questionnaires were filled out to use for statistics analysis.

Sports activity more than 2 days in a week was criteria to separate active students from inactive students.

Schutte et al EQ self-assessment questionnaire [25] was used to determine EQ. it included 33 questions and 3 main factors (evaluating and expressing emotion, regulation of emotion, operation of emotion) .Reliability coefficient of the EI questionnaire was calculated using Cronbach's alpha as 82.0.Descriptive and inferential statistics were used for data analyze (Multivariate analysis of variance, independent-t, Scheffe post hoc test) in $p < 0.05$ significance level.

RESULTS AND DISCUSSION

Analysis of demographic variables showed that 69.9% of samples were girls, while 30.1% were boy. 98.5% of samples were in 18-24 range of age. 46.9% were active, and 53.1% were inactive. Although According to result, average of emotional intelligence of active girl students (146.65) is more than active boy students (135.63) . in addition, averages of these 3 factors are respectively as 43.58, 49.19,53.87 of active girl students.

Table 1: Results of the multivariate variances analysis to compare emotional intelligence and its subscales in active and inactive student

Effect	Test	Value	F	DF	P
Group	Wilks Lambda	0.54	39.51	3	0.001
	Pylavy effect	0.45	33.009	3	0.001
	Hotelling effect	0.83	46.27	3	0.001
	The largest root	0.83	92.84	3	0.001

Correlations is significant in $p < 0.05$. according to results of multivariate analysis of variance in table 1, there is significant difference in emotional intelligence between athletic students and non-athletic students ($F=0.001$, $p= 39.51$). Scheffe post hoc test was used to determine differences , according to table 2.

Table 2: Scheffe post hoc test in multivariate variances analysis to compare active and inactive students

Group	Independent variable	MD	P
Active people / inactive people	Operation of excitement	1.31	0.001
	Emotion regulation	1.57	0.001
	Emotion assessment	0.55	0.001

In addition, results of Scheffe post hoc test between active group and inactive group showed significant difference, in all 3 subscales of evaluating and expressing emotion, emotion regulation and emotion utilization ($p < 0.05$).

Table3: t-test to compare the differences between male and female students in emotional intelligence

Variable	Sex	Number	Average	Standard deviation	t	Sig
Emotional intelligence	Girl	237	132.55	22.90	-7.495	0.001
	Boy	102	112.55	21.57		

According to table 3, there is significant relationship between boys and girls in emotional intelligence ($P= 0.001$, $t= -7.495$). Emotional intelligence of girl students was more than boy students (132.55 versus 112.55).

CONCLUSION

According to results of EQ researches, there is positive relationship between

intellectual intelligence and tendency to do physical activity and taking exercise [24]. Sports provide different psychological situations for athlete, including stress, anxiety, and inability during competition. So, athlete has to apply suitable methods to cope with them. According to results of this research, there is a significant difference in emotional intelligence between active and inactive students. Active students had more emotional intelligence than inactive students.

Active students had more emotional intelligence rather than inactive students. These is consistency between results of this research and results of research of Schein et al [2005], Viskly and Dmytra [28], Salkufskesh [24], AJahy [12], Narimani [22], Alian [8], Tabesh [3], Barsyd [13], Noruzi [11], Kerytler [19]. According to these researchers, athletes have more emotional intelligence than inactive people. In fact, sports activities support people of social stress problems. Belonging to a group of people, enables active people to have a support system. Join a sports team is very useful to learn skills to adapt to the environment. Sports provides an opportunity for people to be in a group, that increases emotional intelligence of people And Meyer [21] stated, emotional information processing with understanding emotions,

understanding, similar emotions and their relationship with each other, in other words, the capacity and the ability to create positive outcomes in their relationships with others, are some specifications of this group of people [3]. According to other results of this research, there is significant difference between active students and inactive students in 3 emotional intelligence aspects, including appraisal and expression of emotion, emotion regulation and operation of emotion.

There is consistency between results of this research and results of Saklofske et al [24], Vassiliki & Dimitra [28], aliyan [8], Besharat [2], Narimani and Basharpour [22]. According to these researchers, people with high emotional intelligence level, are able to setting their mood. They are able to identify emotions to use each emotion in a suitable situation. According to results of this research, there is significant difference between emotional intelligence of girl students and boy students. Emotional intelligence of girl students is more than boys.

There is consistency between results of this research and results of Gastlov [16], Javid [4], Dehshiri [6], Van Roy et. Al [2], Shut et.al [27], Petrides and Farnham [25]. This finding is justified based on the theoretical foundations of gender

differences in non-verbal abilities. Generally, results of research represents that non-verbal skills of girls are more than non-verbal skills of boys. In fact, the correlation between emotional intelligence and non-verbal skills is considered in consistency with results of this research, in favor of more ability of girl students to make emotional relationship and sympathy [2].

On the contrary, according to results of Hanifi [3], and Khosro Jerdi [5], there is no difference in emotional intelligence between girls and boys . so, there is not consistency between results of his study and results of Hanifi, and Khosro Jerdi [3,5]. In order to explain these findings, it can be said that more affinity of girls and more autonomy of boys in practice is reason of it. Girls look for supportive resources more than boys. Also, difference in tool of research, and difference in statistics society are reasons of inconsistency of results.

Finally, according to results of research and theoretical framework, it is concluded that active athletic people have more emotional intelligence than non-athletic people. This feature enables them to control their emotions, and be more successful in regulating relationships with others by understanding emotions of themselves and others, cope better with

daily stresses, to have better mental health. Therefore, students are suggested to take more exercise, to obtain physical and mental health by increasing their emotional intelligence by sports.

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