

**Emotional intelligence and its relationship to risk-taking behavior among the participants in the recreational meeting for students of the specialized faculties of physical education in Luxor**

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**Introduction and research problem:**

Young people tend to risk activities because of their love of excitement in some way or because they believe that such risks cannot be defeated in one way or another, so adventure does not necessarily mean recklessness and loss of caution, Activities with an adventurous component give young people many benefits, as adventure programs allow them to show challenge, and also to test their courage and skill, and to instill in them the spirit of leadership and the ability to solve problems and share with others experiences and joyful and fun experiences, It also achieves self-confidence, self-esteem and self-reliance. From all this, young people learn how to take responsibility and feel it, cooperate with others, and realize the differences and differences between facing challenges and realizing real risks, Group recreational sports programs offer many constructive opportunities to satisfy their desire and fondness for risk and adventure (Kathleen & Hilmi, 2000, p88).

Risk-taking behavior indicates the incorporation of behaviors that diverge individuals from socially acceptable standards in their cultures to a clear degree, which has long-term effects on the health,

psychological and social aspects of the individual, and it is an act that includes the possibility of gain or loss (Gullone E, Moore, 2000, 393)

Emotional intelligence is considered one of the most recent types of intelligence in the field of psychology now, and this concept has grown and developed due to the development that takes place in the era in which we live, which requires an unconventional view of the concept of intelligence. Society is now facing many economic, cultural and social changes that require the individual not only Mental abilities to solve the problems facing him, but also need emotional capabilities through which he can influence individuals and others (Pfeiffer, 2001, 139)

Affective capabilities are important for social interaction because emotions are useful in communicative and social functions, as well as in communicating information about people's ideas and intentions, as well as in coordinating social confrontations and associating positive emotional with social, and therefore people need to process emotional information and intelligently manage the dynamics of emotional emotions in order to navigate in The social scientist (Lopes et all, 2004, 118)

The emotional intelligence skills of appreciating and expressing affection, organizing and using affection, combine together to help people adapt to life changes through the use of emotional and mental coping skills, and without the mental ability to reveal what others are feeling, individuals are likely to become less able to experience empathy and understanding Others (Leible & Snell, 2004, 394)

The researchers believe that practicing risk-taking behaviors is one of the important matters that students of the major should practice. The recreational meetings that are carried out by the responsible authorities are of great importance in developing these behaviors among students of the major, including the recreational meeting implemented in the city of Luxor. As the practice of these

behaviors has a great role in developing emotional intelligence and increasing students' ability to take risks and difficulties in the competitions carried out, which have great importance in satisfying students with their desires and personal inclinations, Because students find many aspects of fun and excitement that appeal to them and through which each of them can satisfy his need and desire to achieve something that is difficult to achieve or attain except through an action that involves risk and risk, it is the love and love of adventure itself not for a purpose, which is known as self-realization, And that the practice of recreational activities increases their self-confidence, achieving the goal in life, self-acceptance and independence, and helps them improve positive relationships with others, and achieve personal maturity and thus enable them to develop their capabilities in how to deal with the environment.

The practice of recreational activities creates a safe emotional climate and acquires human skills, as it contributes to the success of the individual, exploits his time and determines his goal, helps them to understand what he needs and has the skill to achieve conscience and improve mental health, and achieve the individual's compatibility with himself and with the environment in which he lives.

Hence, the importance and problem of the research appears in that it is an attempt to identify the relationship between emotional intelligence and the risk-taking behavior of students, by applying it to the participants in the recreational meeting for students of the specialized faculties of physical education in Luxor, in the period from 10/12 to 17/12/2020.

### **Research aim :**

The current research aims to identify the relationship between emotional intelligence and risk-taking behavior among the participants in the recreational meeting of the specialized colleges

for male and female students of the Faculties of Physical Education in Luxor.

### **Research hypotheses :**

1. There is a statistically significant correlational relationship between emotional intelligence and risk-taking behavior of male and female students of colleges of physical education participating in the recreational meeting of the specialized colleges in Luxor.
2. Risk-taking behavior can be predicted through the emotional intelligence of the students of the Faculties of Physical Education who are participating in the recreational meeting of the specialized colleges in Luxor.
3. There are dimensions of emotional intelligence that affect the risk-taking behavior of male and female students of colleges of physical education participating in the recreational meeting of the specialized colleges in Luxor.

### **Search procedures**

#### **Research Methodology :**

The researchers used the descriptive approach using the method of survey studies due to its relevance to the nature of the current research.

#### **Community and Sample Research:**

The research community is represented in the male and female students of colleges of physical education participating in the recreational meeting for the specialized colleges in the period from 12/10 to 12/17/2020 AD in Luxor, whose number is (166) male and female students. The researchers chose the research sample in a random way, and it consisted of (50) male and female students.

#### **Data collection tools:**

##### **First: Emotional Intelligence Scale Prepared by (Mr. Muhammad Abu Hashim 2008 AD):**

##### **Scale description:**

The number of the scale items is (61) single, so that all the items of the scale are answered by choosing between five estimates of the likelihood of a response being (strongly disagree, disagree,

not sure, agree, strongly agree) and all the terms in the positive direction except for the vocabulary numbers ( 9, 25, 30, 33, 35, 39, 46, 48, 58, 59) in the negative direction, and the overall score of the scale ranges between (61, 305) degrees, and a high score indicates high emotional intelligence.

### **Scientific coefficients of scale in the current research:**

#### **A- Honesty:**

To calculate the validity of the internal consistency of the scale, the researcher applied it to a sample consisting of (15) fifteen individuals from the research community and not from the original sample of the research in the period from (11/23 to 12/7/2020 AD), and the correlation coefficients ranged between the degree of each statement and the total degree For the dimension belonging to it between (0.53: 0.85), and the correlation coefficients ranged between the degree of each statement and the total score of the scale between (0.60: 0.79), and the correlation coefficients ranged between the sum of the scores of each dimension and the total score of the scale between (0.95: 0.98), which is Correlation coefficients are statistically significant, indicating the internal consistency of the scale.

#### **B- Stability:**

To calculate the reliability of the scale, the researcher used the Cronbach's alpha coefficient by applying it to a sample of fifteen individuals from the research community in the period from (11/23 to 12/7/2020 AD) and outside the original sample, and the alpha coefficients of the questionnaire ranged between (0.76: 0.87). ) Which are statistically significant coefficients, which indicates the stability of the scale.

### **Second: A Scale of Risk-taking behavior : Preparation (Researchers):**

#### **Scale description:**

The researchers designed the scale and presented it to a group of (10) referees from the faculty who specialize in mental health and educational psychology, and they performed a factor analysis

using the basic components method and after the rotation produced (3) factors, and it became the final number of vocabulary for the scale Risk-taking behavior (37) is a single one, so that all the items of the scale are answered by choosing between three estimates of the probability of the response occurring (always, sometimes, never), and all the terms in the positive direction except for the vocabulary numbers (1, 2, 6, 8, 9 13, 14, 16, 21, 26, 28, 30, 31, 33, 35, 37) in the negative direction and the overall score of the scale ranges between (37, 111) degrees, and a high score indicates an increase in risk-taking behavior .

### **Scientific coefficients of scale in the current research:**

#### **A- Honesty:**

To calculate the validity of the internal consistency of the scale, the researchers applied it to a sample consisting of (15) fifteen individuals from the research community and not from the original sample of the research in the period from (11/23 to 12/7/2020 AD), and the correlation coefficients ranged between the degree of each statement and the total score The dimension belonging to it ranged between (0.61: 0.83), and the correlation coefficients ranged between the degree of each statement and the total score of the scale between (0.61: 0.80), and the correlation coefficients ranged between the sum of the scores of each dimension and the total score of the scale between (0.93: 0.98), which is Statistically significant correlation coefficients, indicating the internal consistency of the scale.

#### **B- Stability:**

To calculate the stability of the scale, the researcher used the Cronbach's alpha coefficient by applying it to a sample of fifteen members of the research community in the period from (11/23 to 12/7/2020 AD) and outside the original sample, and the alpha coefficients for the scale dimensions ranged between (0.76: 0.90) which are statistically significant coefficients, which indicates the stability of the scale.

**Statistical processors:**

- Correlation coefficient .
- Cronbach Alpha Laboratories.
- Regression coefficient.

**Presentation, discussion and interpretation of results:****The first hypothesis: The first hypothesis states that:**

There is a statistically significant correlation between emotional intelligence and risk-taking behavior among students of the specialized faculties of physical education participating in the recreational meeting in Luxor.

**Table (1)**

**Correlation coefficients between emotional intelligence and risk-taking behavior for college students Specialized physical education participants in the recreational meeting in Luxor**

(n = 50)

Variables		Risk-taking behavior			
		Cognitive	Sentimental	Behavioral	Total
<b>Emotional intelligence</b>	Emotional	**0.589	**0.503	**0.584	**0.616
	Use	**0.561	**0.569	**0.574	**0.622
	Sharing	**0.478	**0.426	**0.389	**0.481
	Affective	**0.502	**0.505	**0.481	**0.546
	Affective	**0.448	**0.491	**0.432	**0.502
	Total	**0.547	**0.53	**0.527	**0.589

The tabular (t) value at the level of significance (0.05) = 0.228 (0.01) = 0.372

\* Significant at the level (0.05) \*\* Significant at level (0.01)

**It is clear from Table (1) that:**

- The presence of a statistically significant positive correlation between emotional intelligence and risk-taking behavior among students of the Faculties of

Physical Education who participated in the recreational meeting of the specialized colleges in Luxor.

The researchers attribute that there is a strong correlation between risk-taking behavior and the emotional intelligence of students, as their feeling of a risky behavior gives them a sense of meaning and value and their pursuit of ways to achieve it and this is reflected through the rise in their emotional intelligence, and this is in addition to their acceptance of themselves with their positives and their ability to self-orientation in planning. For their lives and their submission to objective criteria such as their personal conviction, self-confidence and dependence on them, and their ability to form successful relationships with others covered with love and friendship within a framework of reciprocal give-and-take.

This is what was indicated by the study of both (Kumkaria Sharma, 2017), Susheela & Khajuria, 2017) and the study (Hisham Ibrahim, Essam Abdel Latif, 2009), and among the most important results of their findings was the existence of a correlation between emotional intelligence, psychological well-being and self-efficacy in the research sample.

**The second hypothesis: The second hypothesis states that:**

Risk-taking behavior can be predicted through the emotional intelligence of students of the Faculties of Physical Education participating in the recreational meeting of the specialized colleges in Luxor.



**Table (2)**

**Regression analysis between emotional intelligence and risk-taking behavior of male and female students of specialized colleges of physical education participating in a recreational meeting in Luxor**

(n = 50)

The dimension	Multiple link R	Covariance R2	Constant value	Value s B	Value s Beta	The Fatality Ratio F	T value
<b>Emotional</b>	0.59	0.35	13.06	0.38	0.59	*25.53	*5.05

\* Significant at level (0.05) \*\* Significant at level (0.01)

**It can be seen from Table (2):**

Risk-taking behavior can be predicted through the emotional intelligence of male and female students of colleges of physical education participating in the recreational meeting of the specialized colleges in Luxor, where the value of the multiple correlation (R) between the two variables was (0.59), which represents the contribution of the independent variables to the dependent variable. R2) and its value is equal to (0.35) by the percentage of their contribution (35%) to the dependent variable, and the value of (P) reached (25.53), which is a function at the level of (0.01), and thus risk-taking behavior can be predicted in light of emotional intelligence, and the predictive regression equation can be formulated on As follows:

**Risk-taking behavior** = 13.06 + 0.38 (sample scores on emotional intelligence)

The researchers attribute that the risk-taking behavior of students is one of the important indicators for predicting emotional intelligence, because of the ability of risk-taking behavior to achieve harmony, coordination and integration between the cognitive and emotional components of the personality (feelings - emotions - feelings), as these behaviors improve their emotional aspects and the students' sense of himself. His interaction with the society in which he lives reflects this on his emotional health, meaning that the person here expresses his feelings in a smart and mature manner that reflects his cognitive intelligence or cultural

intelligence, which has the greatest impact on his compatibility and emotional performance.

This is what was indicated by the study (Huang & Liu, 2018) and the study (Futun Kharnoub 2016), where their results confirmed that emotional intelligence and altruistic behavior led to the existence of subjective well-being, as well as altruistic behavior mediating the relationship between emotional intelligence and subjective well-being, and the results confirmed the application of behavior Altruist to gain a better understanding of how emotional intelligence affects subjective well-being.

### **The third hypothesis: The third hypothesis states that:**

There are dimensions of emotional intelligence that affect the risk-taking behavior of students of the specialized faculties of physical education participating in the recreational meeting in Luxor.

**Table (3)**

**Analysis of the gradual regression between the dimensions of emotional intelligence and risk-taking behavior of male and female students of specialized colleges of physical education participating in a recreational meeting in Luxor**

(n = 50)

Step number	The dimension	Multiple link R	Covariance R2	Constant value	Value B	Value Beta	The Fatality Ratio F	Value T
1	Use	0.62	0.39	11.0	1.60	0.62	30.32	5.51

\* Significant at level (0.05) \*\* Significant at level (0.01)

### **It can be seen from Table (3):**

#### **The first step :**

- The possibility of predicting risk-taking behavior through the dimension of (the use of conscience) of the dimensions of emotional intelligence, as it came after (the use of conscience) in the first order in terms of its contribution to risk-taking behavior , as the value of the multiple correlation (R) between the two variables was (0.62), which represents a contribution The independent

variables in the dependent variable, and it created a variance of (R2) and its value equal to (0.39) by the percentage of their contribution (39%) to the dependent variable, and the value of (P) reached (30.32), which is a function at the level of (0.01), and thus risk-taking behavior can be predicted In light of the dimension (the use of affection) of the dimensions of emotional intelligence, the predictive regression equation can be formulated as follows:

**Risk-taking behavior** = 11.034 + 1.60 (sample scores after using affection)

The researchers attribute the ability to use conscience, which means the students' ability to sense themselves and their ability to form successful relationships with others covered in love and friendship within a framework of mutual give and take, which contributes to the development of risk-taking behaviors and their desire to go through that experience as a result of their sense of self, which develops this spirit and enthusiasm for them. Which will benefit the development of their abilities and social and emotional skills and the development of their capabilities to integrate intellectual skills to solve the problems they face when implementing the behaviors and tasks of the expected risks.

This is what was indicated by the study of both (Lee - 2013) and (Abdullah Hassan, 2019), as its results confirmed that extracurricular activities have a positive effect on the decrease in the rate of risk-taking behavior of the sample in question.

### Conclusions:

1. The existence of a statistically significant positive correlation relationship between emotional intelligence and risk-taking behavior among the participants in the recreational meeting for male and female students of the Specialized Physical Education Colleges in Luxor.

2. Risk-taking behavior can be predicted through emotional intelligence of the students of the specialized colleges of physical education participating in the recreational meeting in Luxor.
3. The possibility of predicting risk-taking behavior through the dimension (the use of conscience) of the emotional intelligence dimensions of the participants in the recreational meeting for students of the specialized faculties of physical education in Luxor.

### **Recommendations:**

**In light of the research results, the researchers recommends the following:**

1. Inviting those responsible for recreational activities to pay attention to risk-taking behavior in addition to the psychological aspect, as they have a great role in raising the level of students.
2. Preparing academic courses for students of the sports recreation departments in the Faculties of Physical Education, including the development of risk-taking behavior among students.
3. The necessity of providing the material and human capabilities in university institutions to develop the risk-taking behavior s of students.
4. The necessity of providing security and safety factors for the implementation of recreational festivals in universities and the development of risk-taking behavior among students.

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The research aims to identify the relationship between emotional intelligence and risk-taking behavior among the participants in the recreational meeting of the specialized colleges for male and female students of the Faculties of Physical Education in Luxor.

The researchers used the descriptive approach using survey studies. The research community is represented by students of the specialized colleges of physical education participating in the recreational meeting in Luxor in 2020 AD, and their number is (166) male and female students, and the researchers selected the research sample randomly, and it reached (50) male and female students.

To collect data on the research, the researchers used the Emotional Intelligence Scale prepared by (Mr. Muhammad Abu Hashim 2008 AD) and the Risk-taking behavior Scale prepared by the researchers (Amani Shaban Abdel Latif, Ahmed Rashid Hassan, Salma Ahmed Hussein).

One of the most important results was the existence of a statistically significant positive correlation between emotional intelligence and risk-taking behavior among the participants in the recreational meeting for students of the specialized faculties of physical education in Luxor. At the level of students.

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