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Comparative study of emotional intelligence among the students of different teacher training courses

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Abstract

The objective of this study was to compare emotional intelligence between the students of different teacher training courses. The subjects for this study were randomly selected from B.Ed., B.T.C. and B.P.Ed. Courses. A total of 120 students (40 From B.Ed., 40 From B.T.C. and 40 From B.P.Ed.) were selected as a subject for this study. Emotional intelligence scale developed by the Thimgujam and Ram (1999) ^[13] was used for measuring the Emotional intelligence. The data was subjected to mean, standard deviation and 't' value. The level of significance was tested at 0.05 level. The results clearly indicate that there is significant difference among different teacher training course students in term of Emotional intelligence. From the analysis of results it can be concluded that B.P.Ed. Students seem to be higher in Emotional intelligence than the B.Ed. and B.T.C. students.

Keywords: Emotional intelligence, Education, Physical Education

1. Introduction

Emotional Intelligence is being intelligent about your emotions. If you manage your own emotions, and assess the people around you, then you likely have high emotional intelligence. For become a top athlete, you'll need more than brawns and brains. You need the ability to work with others, to effectively manage behavior and navigate the social complexities required for team cohesion. In short, you need emotional intelligence to perform well on the field. Daniel Goleman popularized EI by claiming it was the best predictor of success in life since it accounts for 85-90% of outstanding performance compared to Intelligence Quotient which accounts for 10-30%. There is attraction to the idea that EI explains why some people do well in life while having average intelligence while others struggle despite possessing a high IQ (Goldenberg I, Matheson K, Mantler J., 2006) ^[4].

Emotional intelligence is comprised of four core skills, all which play a role in the athlete's ability to become a high performer. These four skills, tied in with their relationship to sports performance, are as follows:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Management

However, if you feel as though you lack in these traits, don't despair. Emotional intelligence is not a static quality; unlike personality or IQ, it can be trained. With enough practice, an athlete can develop and improve their emotional intelligence, influencing their own ability to become a top performer in the field.

Emotional intelligence is the ability to monitor one's own and others' feelings and emotion, to discriminate among them and to use this information to guide one's thinking and actions. Research has shown psychological skills facilitate athletic performance. Relaxation training, positive thought control, self-regulation, imagery, concentration, energy control, self-monitoring, and goal setting are all traits that have been correlated with athletic performance (Zizzi S.J., Deaner H.R, Hirschhorn, D.K., 2003) ^[14]. Many of these traits reflect emotional intelligence.

Emotional intelligence is a relatively new construct that has emerged over the last ten years. Success in sport is often associated with vigor and anger. Importantly, emotionally intelligent people can get themselves into the appropriate emotional states for the demands of the situation. Therefore, research scholars were interested to compare the emotional intelligence of

Sports participants with sedentary university/college men i.e. BTC and B.Ed. training courses students.

between the male and female students of different teacher training courses.

2. Objectives of the Study

- To find out the level of Emotional intelligence between the students of different teacher training courses.
- To compare the mean score of Emotional intelligence between the students of different teacher training courses.
- To compare the mean score of Emotional intelligence

3. Methodology

Selection of Subjects

For the present study total 120 (60 male and 60 female) students were randomly selected from different teacher training courses of Degree College Upardaha, Baraut, Allahabad. The age ranges of Subjects were 22-27 years.

Table 1: Details of the Subjects Distribution with regard to different teacher training courses.

| Course | Gender | Number of Subjects |
|---------|--------|--------------------|
| B.Ed. | Male | 20 |
| | Female | 20 |
| B.T.C. | Male | 20 |
| | Female | 20 |
| B.P.Ed. | Male | 20 |
| | Female | 20 |

Criterion Measures

The criterion measure chosen to test the hypothesis was the scores obtain in Emotional Intelligence Scale developed by Thimgujam and Ram (1999) [13].

as 0.05 level. Data analysis was performed using SPSS 17.0 software under windows.

4. Statistical Analysis

For data analysis responses were expressed as mean and standard deviation. One way ANOVA test was performed for comparison between groups. The level of significance was set

5. Results and Findings of the Study

To compare Emotional intelligence mean, standard deviation and Two Way ANOVA test was computed. The findings are presented in the Table given below:

Table 2: Descriptive statistics of different teacher training courses in relation to Emotional intelligence

| Type of Course | Gender | N | Mean | Std. Deviation | Std. Error | Minimum | Maximum |
|----------------|--------|----|---------|----------------|------------|---------|---------|
| B.ED | Male | 20 | 86.3000 | 3.35763 | .750 | 79 | 93 |
| | Female | 20 | 83.3000 | 4.05359 | .906 | 78 | 92 |
| | Total | 40 | 84.8000 | 3.97557 | .628 | 78 | 93 |
| B.T.C | Male | 20 | 85.4500 | 3.28433 | .906 | 80 | 93 |
| | Female | 20 | 85.5500 | 3.57587 | .799 | 79 | 91 |
| | Total | 40 | 85.5000 | 3.38927 | .535 | 79 | 93 |
| B.P.ED | Male | 20 | 90.1500 | 2.13431 | .477 | 86 | 94 |
| | Female | 20 | 88.3000 | 2.53606 | .567 | 84 | 93 |
| | Total | 40 | 89.2250 | 2.49602 | .394 | 84 | 94 |

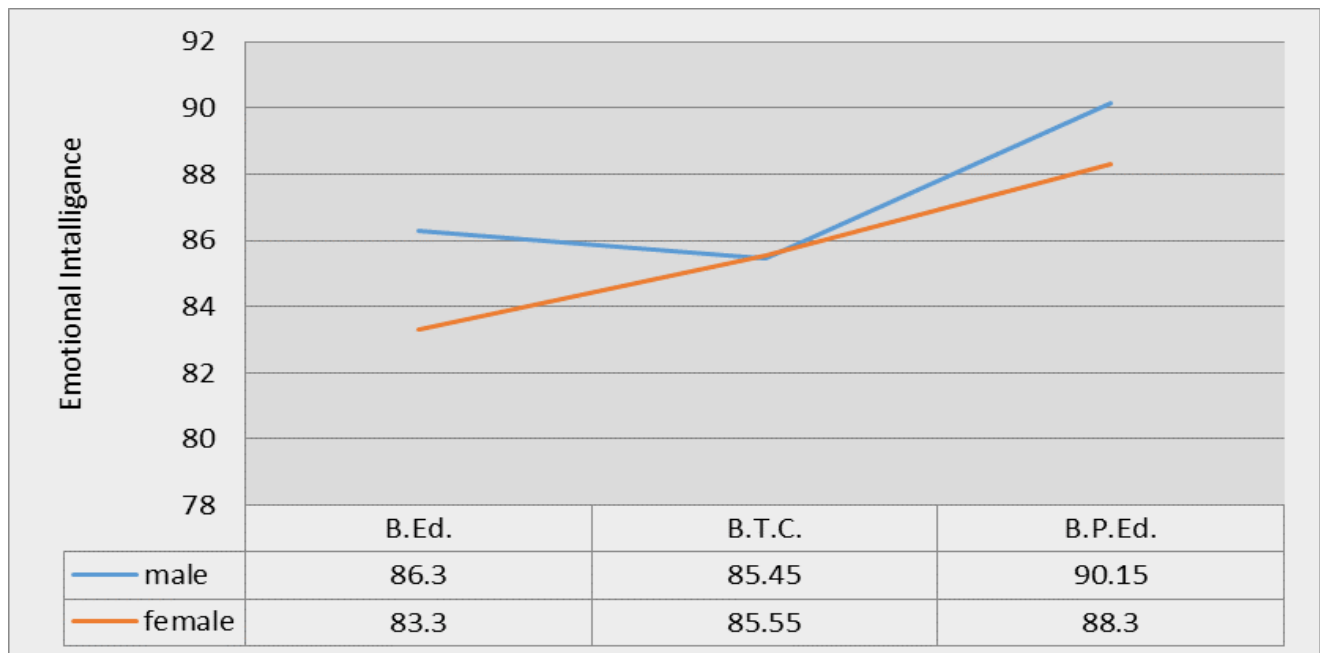


Fig 1: Graphical presentation of gender wise mean value of different teacher training courses in relation to Emotional intelligence

Table 3: Two way ANOVA table for the data of emotional intelligence

| Source | Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|----------------|-----|-------------|--------|------|
| Course | 452.617 | 2 | 226.308 | 21.807 | .000 |
| Gender | 75.208 | 1 | 75.208 | 7.247 | .008 |
| Course X Gender | 49.117 | 2 | 24.558 | 2.366 | .098 |
| Error | 1183.050 | 114 | 10.378 | | |
| Total | 899803.000 | 120 | | | |
| Corrected Total | 1759.992 | 119 | | | |

Above table revealed two way ANOVA for different courses, gender and interaction between courses and gender. In case of courses F-value was found significant (21.81) as $p < 0.05$. Further, In case of gender (male & female) there was no significant F-value was found as $p > 0.05$. Similarly there was no significant interaction between gender and courses as obtained $p > 0.05$. Since interaction was insignificant therefore, one way analysis of variance was computed and presented in table-4.

Table 4: Comparative analysis of different teacher training courses in relation to Emotional intelligence

| Emotional Intelligence | Sum of Squares | df | Mean Square | F-Value | P-Value |
|------------------------|----------------|-----|-------------|---------|---------|
| Between Group | 452.617 | 2 | 226.308 | 20.253* | .000 |
| Within Group | 1307.375 | 117 | 11.174 | | |

Above table revealed significant difference among different training courses in relation to emotional intelligence as obtained F-value was greater than the critical F-value. Therefore, Posthoc (LSD) was computed and presented in table-5.

Table 5: LSD Post Hoc Test for comparison of means among of different teacher training courses in relation to Emotional intelligence

| B.Ed. | B.T.C. | B.P.Ed. | Mean Difference | Std. Error | Sig. |
|-------|--------|---------|-----------------|------------|-------|
| 84.80 | 85.50 | - | .700 | .747 | .351 |
| 84.80 | - | 89.22 | 4.425 | .747 | .000* |
| - | 85.50 | 89.22 | 3.725 | .747 | .000* |

In above table, pair wise mean comparisons were presented. In case of B.Ed. & B.T.C. courses, there was no significance difference was found as $p > 0.05$. But B.P.Ed. Students have greater emotional intelligence than the both B.Ed. & B.T.C. students as obtained $p < 0.05$.

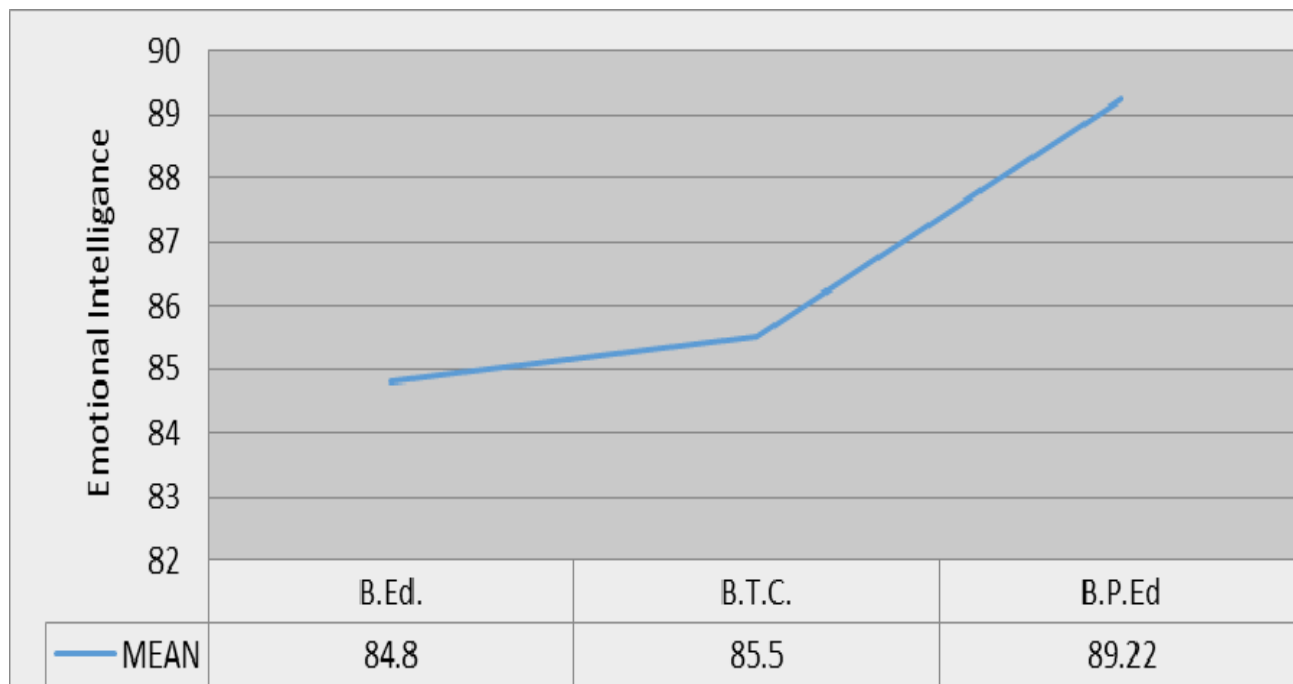


Fig 2: Graphical presentation of mean value of different teacher training courses in relation to Emotional intelligence

6. Discussion

The table-1 revealed that there was significance difference between B.P.Ed. Course and other training course i.e. B.Ed. and B.T.C. courses. The value of emotional intelligence of B.P.Ed. (89.22) is higher than the value of B.Ed. (84.80) & B.T.C. (85.50).

It is suggested that participation in sports and regular exercise program may focus on awareness, expression, management and control of the various emotions. In present study, B.P.Ed. Students have greater emotional intelligence than the B.Ed.

and B.T.C students. Probable reason might be that participation in sports activities and intramural programme, provides ample opportunity to participate and express their emotion freely and datival emotion skill and to get mastery to provide regulate, manipulate and control emotional stress among the students in respect of life and game situation frequently occur in the competition, whereas of other sedentary students get less opportunity to participate & manipulation of stress.

7. Conclusions

The following points are concluded from the present study:

1. B.P.Ed. students were have higher emotional intelligence than their counter part BTC and B.Ed. training courses students.
2. Further, BTC and B.Ed. students have no difference in relation to their emotional intelligence.
3. In case of gender and courses interaction, there was no significant interaction found, hence gender has no influences on emotional intelligence.

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