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Comparative Study of emotional intelligence and aggression level between academic and professional course students

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Abstract

The main purpose of the study was to investigate the emotional intelligence and aggression level between academic and professional course students. For the present study subjects were selected from Sant Gadge Baba Amravati University Amravati from three Academic courses and three professional Courses for the collection of data. Sixty male as well as female subjects were selected for the collection of data which include ten students from each course either professional as well as Academic courses from Sant Gadge Baba Amravati University, Amravati. The subjects were selected by using simple random sampling method. The standard questionnaire of Emotional Intelligence (EI) scale is a cluster of traits or abilities relating to emotional side of life, compiled or developed by Dr. Sheetal Prasad was used for the collection of data it contain 40 items. The standard Questionnaire of Aggression constructed by R. L. Bhardwaj scale, was used to know the aggression of professional and Academic courses students of Sant Gadge Baba Amravati University contains 28 items. These Questionnaires was distributed among the academic and professional students and the data was collected and analyzed. These types of Questionnaires are associated with particular validity and reliability which is reliable for the study. In this study data were analyzed and interpreted with the help of statistical term "t-test". The finding the study shows that there was found significant difference in Emotional Intelligence and Aggression Level between Academic and Professional Course Students."

Keywords: Emotional Intelligence, Aggression, Academic, Professional

Introduction

Emotional Intelligence can be defined as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth". The word emotion comes from the Latin word *motere* which means to move. The Oxford English Dictionary defines emotion as any agitation or disturbance of mind, feeling, passion any vehement or excited mental state. Emotions refer to motion, movements, feelings etc. every emotion has an impulse to act. They are also complex and contagious e.g., anger, sadness, fear, enjoyment, love, disgust, shame etc. All our emotions usually depend on the 18 Information our understand sensors grasp. And so emotion is said to be primarily a psychic reaction to stimuli from the world around us.

Aggression is a part of human behaviour and is necessary for an individual to live and struggle for higher achievements. Struggle for supremacy, dominance, and excellence in sports obviously involves aggression. Aggression in one form or the other is inevitable and inescapable in sports activities. When hostility takes over aggression, the situation becomes alarming and it becomes an anti-social behavior. Aggression may help into performance of an athlete because it arouses the athlete to put in harder effort of the success of the team. Athletes must be helped to reduce and control aggression in order to play calmly and perform the best. Appropriate level of aggression as permitted under the rules governing the game tends to improve the skill and enhance the effort and on the other hand, high or low level of aggression will hamper and retard the performance in sports.

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Methodology

The main purpose of the study was to investigate the emotional intelligence and aggression level between academic and professional course students. It is hypothesized that there was found significance difference in Emotional Intelligence and Aggression Level between Academic and Professional Course Students.

Source of Data

For the present study subjects was selected from Sant Gadge Baba Amravati University Amravati from three Academic courses and three professional Courses for the collection of data for the present study.

Selection of Subjects

Sixty male as well as female subjects were selected for the collection of data which include ten students from each course either professional as well as Academic courses from Sant Gadge Baba Amravati University, Amravati.

Sampling Method

The subjects were selected by using simple random sampling method.

Criterion Measures

Following are the criterion measures which were responsible for collection of data, to testing the hypothesis.

Emotional intelligence

Standard questionnaire namely “Manual of Emotional intelligence scale (EIS) questionnaire prepared by Dr. Sheeta Prasad” was used to know emotional intelligence of college students. The questionnaire of “Emotional intelligence scale” Following are 40 statement. Each has five probable answers and each is more or less important for you or any other person. Each statement of this questionnaire was with five options or responses and these responses were (1) Self

confident (2) Trustworthy (3) Innovative (4) Conscientious (5) Adjusted.

Aggression

The standard Questionnaire of Aggression constructed by R. L. Bhardwaj scale, was used to know the aggression of professional and Academic courses students of Sant Gadge Baba Amravati University contains 28 items. These Questionnaires will be distributed among the academic and professional students and the data will be collected and analyzed. These types of Questionnaires are associated with particular validity and reliability which is reliable for the study.

Statistical Analysis and Interpretation of Data

The data obtained from the responses given by Academic and Professional Course Students on the emotional intelligence and Aggression questionnaire prepared by Dr. Sheetal Prasad and R. L. Bhardwaj then the responses was marked according to the key and analyzing by using statistical technique t-test to compare emotional intelligence and aggression among Academic and Professional Course Students.

Findings

For the present study, the data was collected from Academic and Professional Course Students selected from Amravati University Amravati. The statistical result of the subjects was taken from Academic and Professional Course Students Amravati University, Amravati. The data collected from the subjects was statistically analyzed and has shown in separate tables given below.

The analysis and interpretation of data pertaining to the score of emotional intelligence of Academic and Professional Course Students is presented in this chapter. To find out the difference of emotional intelligence and Aggression between Academic and Professional Course Students t-test was applied and which is given below.

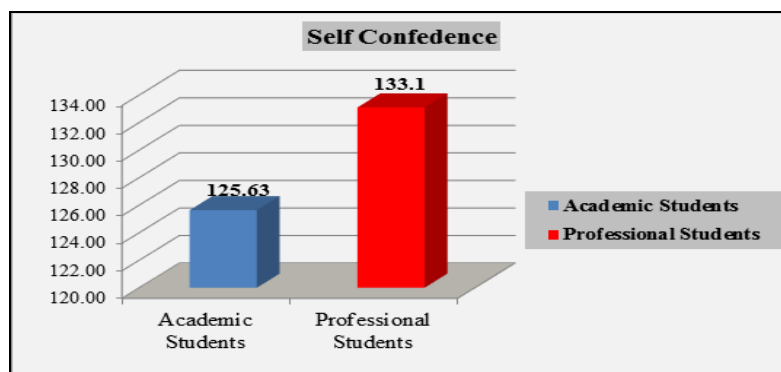
Table 1: Comparison of Self Confidence between Academic and Professional Course Students.

Course	Mean	S.D.	M.D.	S.E	D.F.	O.T.	T.T.
Academic Students	125.63	108.47	7.47	22.74	58	0.33	2.02
Professional Students	133.10	61.17					

Level of significance = 0.05

Table no. 1 reveals that there is no significant difference in Self Confidence of Academic and Professional Course Students. Because mean value of Academic Students is 125.63 which is less than the mean of Professional Students 133.10 To check the significant difference between Self Confidence of Academic and Professional Course Students the data is again analyzed by applying ‘t’ test. Before

applying ‘t’ test, standard deviation is calculated between Self Confidence of Academic and Professional Course Students which is 108.47 and 61.17 respectively and the calculated value of ‘t’ is found as 0.33, is less than the tabulated ‘t’ which is 2.02 at 0.05 level of significance. Hence the hypothesis given by the researcher is rejected.



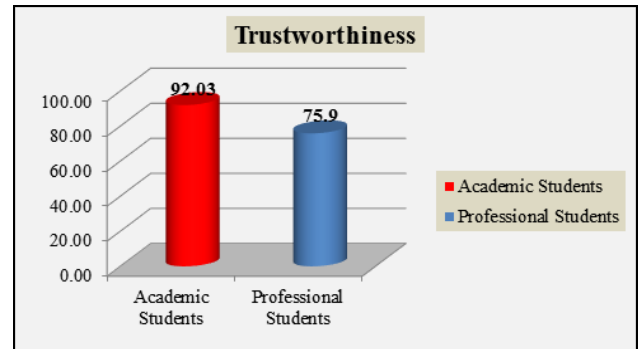
Graph 1: Graphical Representation of Mean Difference of Self Confidence between Academic and Professional Course Students.

Table 2: Comparison of Trustworthiness between Academic and Professional Course Students.

Course	Mean	S.D.	M.D.	S.E	D.F.	O.T.	T.T.
Academic Students	92.03	46.99	16.13	10.16	58	1.59	2.02
Professional Students	75.9	29.84					

Level of significance = 0.05

Table no. 2 reveals that there is no significant difference in Trustworthiness of Academic and Professional Course Students. Because mean value of Academic Course Students is 92.03 which is greater than the mean of Professional Course Students 75.9. To check the significant difference between Trustworthiness of Academic and Professional Course Students the data is again analyzed by applying 't' test. Before applying 't' test, standard deviation is calculated between Trustworthiness of Academic and Professional Course Students which is 46.99 and 29.84 respectively and the calculated value of 't' is found as 1.59, is less than the tabulated 't' which is 2.02 at 0.05 level of significance. Hence the hypothesis given by the researcher is rejected.



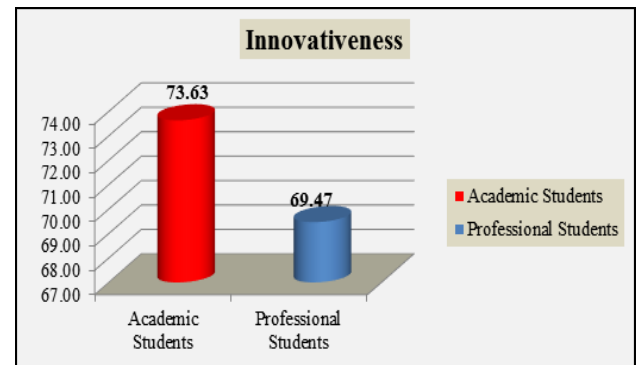
Graph 2: Graphical Representation of Mean Difference of Trustworthiness between Academic and Professional Course Students.

Table 3: Comparison of Innovativeness between Academic and Professional Course Students.

Course	Mean	S.D.	M.D.	S.E	D.F.	O.T.	T.T.
Academic Students	73.63	66.49	4.16	13.03	58	0.31	2.02
Professional Students	69.47	26.02					

Level of significance = 0.05

Table no. 3 reveals that there is no significant difference in Innovativeness of Academic and Professional Course Students. Because mean value of Academic Course Students is 73.63 which is greater than the mean of Professional Course Students 69.47. To check the significant difference between Innovativeness of Academic and Professional Course Students the data is again analyzed by applying 't' test. Before applying 't' test, standard deviation is calculated between Innovativeness of Academic and Professional Course Students which is 66.49 and 26.02 respectively and the calculated value of 't' is found as 0.31, is less than the tabulated 't' which is 2.02 at 0.05 level of significance. Hence the hypothesis given by the researcher is rejected.



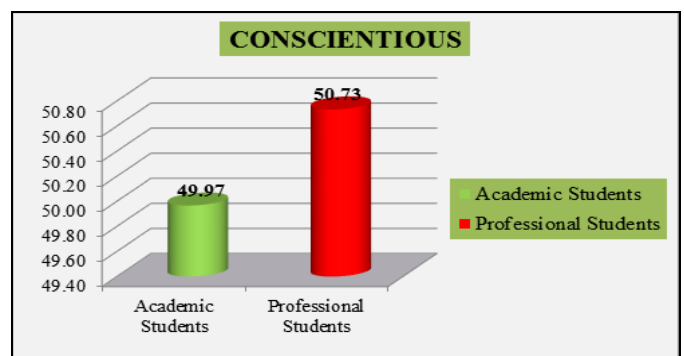
Graph 3: Graphical Representation of Mean Difference of Innovativeness between Academic and Professional Course Students.

Table 4: Comparison of Conscientiousness between Academic and Professional Course Students.

Course	Mean	S.D.	M.D.	S.E	D.F.	O.T.	T.T.
Academic Students	49.97	37.09	0.76	8.55	58	0.089	2.02
Professional Students	50.73	28.63					

Level of significance = 0.05

Table no. 4 reveals that there is no significant difference in Conscientiousness of Academic and Professional Course Students. Because mean value of Academic Course Students is 49.97 which is less than the mean of Professional Course Students 50.73. To check the significant difference between Conscientiousness of Academic and Professional Course Students the data is again analyzed by applying 't' test. Before applying 't' test, standard deviation is calculated between Conscientiousness of Academic and Professional Course Students which is 37.09 and 28.63 respectively and the calculated value of 't' is found as 0.089, is less than the tabulated 't' which is 2.02 at 0.05 level of significance. Hence the hypothesis given by the researcher is rejected.



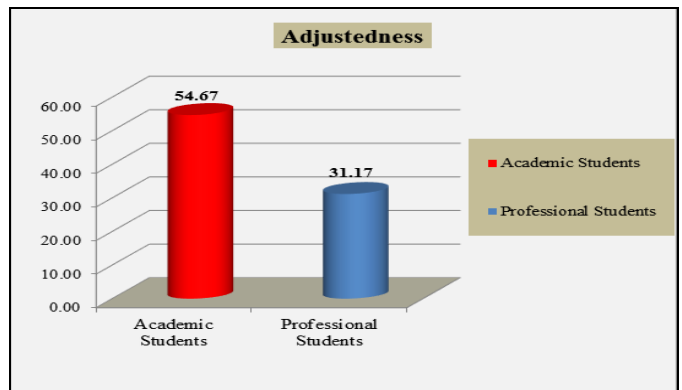
Graph 4: Graphical Representation of Mean Difference of Conscientiousness between Academic and Professional Course Students.

Table 5: Comparison of Adjustedness between Academic and Professional Course Students.

Course	Mean	S.D.	M.D.	S.E	D.F.	O.T.	T.T.
Academic Students	54.67	59.00	23.5	11.35	58	2.06	2.02
Professional Students	31.17	19.76					

Level of significance = 0.05

Table no. 5 reveals that there is no significant difference in Adjustedness of Academic and Professional Course Students. Because mean value of Academic Course Students is 54.67 which is greater than the mean of Professional Course Students 31.17. To check the significant difference between Adjustedness of Academic and Professional Course Students the data is again analyzed by applying 't' test. Before applying 't' test, standard deviation is calculated between Adjustedness of Academic and Professional Course Students which is 59.00 and 19.76 respectively and the calculated value of 't' is found as 2.06, is greater than the tabulated 't' which is 2.02 at 0.05 level of significance. Hence the hypothesis given by the researcher is accepted.



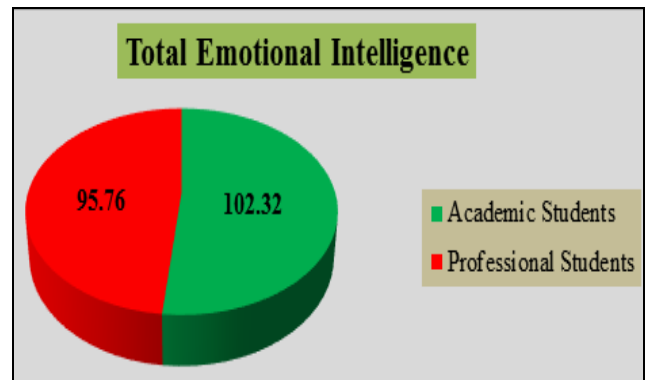
Graph 5: Graphical Representation of Mean Difference of Adjustedness between Academic and Professional Course Students.

Table 6: Comparison of Total Emotional Intelligence between Academic and Professional Course Students.

Course	Mean	S.D.	M.D.	S.E	D.F.	O.T.	T.T.
Academic Students	102.32	14.15	6.56	2.76	58	2.37	2.02
Professional Students	95.76	5.32					

Level of significance = 0.05

Table no. 6 reveals that there is no significant difference in Total Emotional Intelligence of Academic and Professional Course Students. Because mean value of Academic Course Students is 102.32 which is greater than the mean of Professional Course Students 95.76. To check the significant difference between Total Emotional Intelligence of Academic and Professional Course Students the data is again analyzed by applying 't' test. Before applying 't' test, standard deviation is calculated between Total Emotional Intelligence of Academic and Professional Course Students which is 14.15 and 5.32 respectively and the calculated value of 't' is found as 2.37, is greater than the tabulated 't' which is 2.02 at 0.05 level of significance. Hence the hypothesis given by the researcher is accepted.



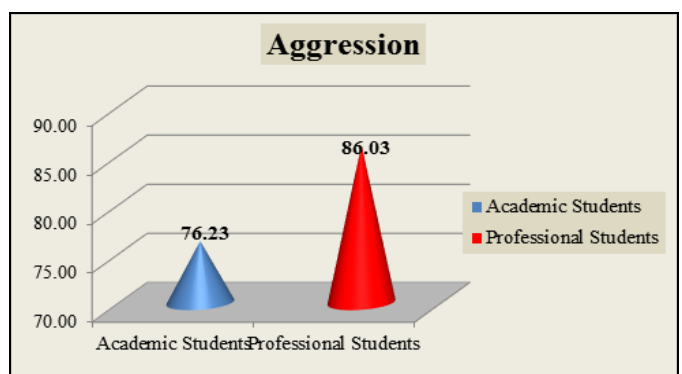
Graph 6: Graphical Representation of Mean Difference of Total Emotional Intelligence between Academic and Professional Course Students.

Table 7: Comparison of Aggression level Between Academic and Professional Course Students.

Course	Mean	S.D.	M.D.	S.E	D.F.	O.T.	T.T.
Academic Students	76.23	8.75	9.8	15.78	58	0.62	2.02
Professional Students	86.03	11.82					

Level of significance = 0.05

Table no. 7 reveals that there is no significant difference in Aggression level of Academic and Professional Course Students. Because mean value of Academic Course Students is 76.23 which is less than the mean of Professional Course Students 86.03. To check the significant difference between Aggression level of Academic and Professional Course Students the data is again analyzed by applying 't' test. Before applying 't' test, standard deviation is calculated between Aggression level of Academic and Professional Course Students which is 8.75 and 11.82 respectively and the calculated value of 't' is found as 0.62, is less than the tabulated 't' which is 2.02 at 0.05 level of significance. Hence the hypothesis given by the researcher is rejected.



Graph 7: Graphical Representation of Mean Difference of Aggression between Academic and Professional Course Students.

Discussion on Hypothesis

In the earlier time the researcher was hypothesized that there will be a significant difference in Emotional Intelligence and Aggression level of Academic and Professional Course Students. The finding of the present study has revealed that there is significant difference in Emotional Intelligence of Academic and Professional Course Students. But there is insignificant difference in Aggression level of academic and professional Course students.

Conclusion

With the limitations of the study and from the statistical analysis of the collected data it is concluded that there is found significant difference in Emotional Intelligence between Academic and Professional Course students. Also there is insignificant difference in Aggression level of academic and professional Course students of Sant Gadge Baba Amravati University Amravati.

Recommendations of the study

On the basis of conclusion of this study, the following recommendations and suggestions of the study are drawn.

1. It is recommended to compare the Emotional intelligence of adolescent boys and girls.
2. It is recommended to compare the Emotional intelligence of North and south Indian residents.
3. It is recommended to compare the Emotional intelligence of individual and team game players of various colleges of Amravati.
4. It is recommended to know the Emotional intelligence of household ladies.
5. It is recommended to compare the Emotional intelligence of college boys and girls of Amravati.
6. It is recommended that similar study may be conducted on teachers on the basis of gender differences.
7. Similar study can also be taken up for the people belonging to different economic groups.
8. It is recommended to take a study on comparison of Emotional intelligence among secondary level teachers and primary level teachers.

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