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A CRITICAL STUDY OF EMOTIONAL INTELLIGENCE OF LECTURER OF PHYSICAL EDUCATION WORKING IN SENIOR COLLEGES.



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Short Profile

Kuldeep Singh is Students activity and sports officer in National Institute of Technology Uttarakhand.



ABSTRACT:

The purpose of the study was to investigate the relationship between Emotional Intelligence, Attitude toward job and Social adjustmentability of lecturers of Physical Education working in senior colleges. This study was conducted on randomly selected 172 lectures of Physical Education working in seniors colleges affiliated to R.T.M. Nagpur University. The tool used for the study was a structural questionnaire, Emotional intelligence scale (AnukoolKyde, Samhjot Lethe and UpinderDhar), The comparative assessments Showed that all the senior college physical education lecturers participated in this study have a high Emotional Intelligence. The results showed that the mean

emotional intelligence score for male physical education lecturers was 135.1 ± 12.97 , while for female lecturers, it was 139.6 ± 12.73 . The comparative assessment indicated that there was significant ($P < 0.05$) difference in Male & Female emotional intelligence score. The physical education lecturers from urban and rural areas indicated that for urban lecturers, the mean score was 137 ± 12.30 and for rural area lecturers, it was 134 ± 14.75 . The comparative assessment indicated no significant difference

in the overall Emotional Intelligence of the lecturers of physical education from rural and urban area.

KEYWORDS

Emotional Intelligence, Self Awareness, Empathy, Self-Motivation, Emotional Stability, Managing Relations, Integrity, Self Development, Value Orientation, Commitment and Altruistic Behaviour.

INTRODUCTION

Emotional intelligence is the ability to use your emotions to help you solve problems and live a more effective life. Emotional Intelligence without intelligence, or intelligence without Emotional Intelligence, is only part of a solution. The complete solution is the head working with the hearts. It is a competencies which direct control one's feeling towards work and performance at work. The study of Emotional Intelligence provides us some step for using our advance common sense knowing what to do in a particular situation.

Emotional Intelligence is defined as a set of competencies demonstrating the ability one has to recognize his or her behavior, moods and impulses, and to manage them best according to situation. Emotional Intelligence is considered to involve emotional empathy; attention to, and discrimination of one's emotions; accurate recognition of one's own and others mood; mood management or control over emotion; response with appropriate emotions and behaviours in various life situation; and balancing of honest expression of emotions against courtesy, consideration, respect. Your Emotional Intelligence can be gauged by how you process interactions with friends, family and stranger. The Emotional Intelligence of a person influences his ability to efficiently cope with his daily demands and to be successful in various areas of life, be it social, professional or recreational. By increasing one can become more efficient, productive and successful in his work, especially when the work is concerned with a group of people when there is lots of interaction

METHOD AND MATERIAL

Selection of the subject: This study was conducted on randomly selected 172 lectures of Physical Education working in seniors colleges affiliated to R.T.M. Nagpur University. Out of 172 sample male 123 & female 49, urban 128 & rural 44.

Tool Used:

- Emotional intelligence scale (AnukoolKyde, Samhjot Lethe and UpinderDhar)

Administration of Scale: A set questionnaires was prepared with request latter and sent to all the lecturers by hand, through post, through friends, teacher.

RESULTS OF THE STUDY:

In the present study, EI of the lecturers of physical education was assessed using Emotional Intelligence Scale (EIS). This scale has total 10 sub factors, such as Self Awareness, Empathy, Self

Motivation, Emotional Stability, Managing Relations, Integrity, Self Development, Value Orientation, Commitment and Altruistic Behaviour. The comparative assessments were made on the basis of gender (Male/Female lecturers of physical education) and their rural/urban background. Based on the results, it was observed that all the senior college physical education lecturers participated in this study have a high Emotional Intelligence.

Fig.1: Emotional Intelligence Status of Physical Education Lecturers

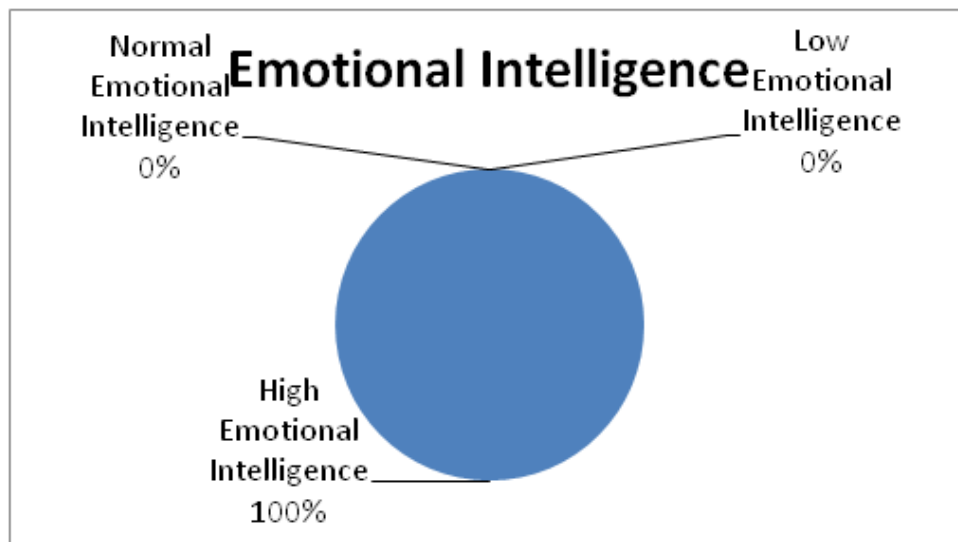


Table 1. Comparative Assessment of Emotional Intelligence of the Male and Female Physical Education Lecturers

		N	Mean	±SD	SE	Min	Max	F	P
EIS - Total	Male	123	135.1	12.97	1.17	100	170	4.220	.042
	Female	49	139.6	12.73	1.82	111	170		
	Total	172	136.4	13.02	1.00	100	170		

* Significant at .05 level of confidence.

The results showed that the mean emotional intelligence score for male physical education lecturers was 135.1 ± 12.97 , while for female lecturers, it was 139.6 ± 12.73 . The comparative assessment indicated that there was significant ($P < 0.05$) difference. Hence it may be stated that female physical education lecturers have more Emotional Intelligence as compare to Male physical education lecturers.

Table 2. Comparative Assessment of Emotional Intelligence of the Physical Education Lecturers of Urban and Rural areas

		N	Mean	±SD	SE	Min	Max	F	P
EIS - Total	Urban	129	137	12.30	1.09	106	170	2.714	.101
	Rural	43	134	14.75	2.25	100	170		
	Total	172	136	13.02	1.00	100	170		

* Significant at .05 level of confidence.

The physical education lecturers from urban and rural areas indicated that for urban lecturers, the mean score was 137 ± 12.30 and for rural area lecturers, it was 134 ± 14.75 . The comparative assessment indicated no significant difference in the overall Emotional Intelligence of the lecturers of physical education from rural and urban area.

Table 3. Factor wise Emotional Intelligence comparison Self-awareness factor Male Female & Rural Urban Physical Education lecturers

EI - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Self Awareness	Male	123	16.9	1.98	0.18	11	20	1.704	.194
	Female	49	17.3	1.91	0.27	12	20		
	Urban	129	17.2	1.84	0.16	12	20	6.389	.012
	Rural	43	16.4	2.20	0.34	11	20		

* Significant at .05 level of confidence.

In the present study, the self awareness dimension scores of male and female physical education lecturers were 16.9 ± 1.98 and 17.3 ± 1.91 and urban & rural physical education lecturers were 17.2 ± 1.84 and 16.4 ± 2.20 respectively. The comparative assessment indicates there were no significant difference in the test scores males and females lecturer of physical education self awareness but there were a significant ($P < 0.05$) difference in the test scores and thus revealed that the lecturers from urban areas had significantly higher self awareness than the lecturers of rural areas.

**Table 3. Emotional Intelligence – Empathy factor
Male Female & Rural Urban Physical Education Lecturers**

EI - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Empathy	Male	123	19.1	2.56	0.23	11	25	.734	.393
	Female	49	19.4	2.25	0.32	14	25		
	Urban	129	19.3	2.25	0.20	13	25	.647	.422
	Rural	43	18.9	3.07	0.47	11	25		

* Significant at .05 level of confidence.

In the present study, the empathy dimension scores of male and female physical education lecturers were 19.1 ± 2.56 and 19.4 ± 2.25 and urban & rural physical education lecturers were 19.3 ± 2.25 and 18.9 ± 3.07 respectively. The comparative assessment did not indicate any significant difference in the test scores of male & female and rural & urban lecturer of physical education empathy dimension of emotional intelligence.

**Table 4. Emotional Intelligence – Self Motivation factor
Male Female & Rural Urban Physical Education Lecturers**

EI - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Self Motivation	Male	123	24.3	2.70	0.24	17	30	2.904	.090
	Female	49	25.1	2.45	0.35	19	30		
	Urban	129	24.6	2.63	0.23	18	30	.477	.491
	Rural	43	24.3	2.71	0.41	17	30		

* Significant at .05 level of confidence.

The self-motivation dimension scores of male and female physical education lecturers were 24.3 ± 2.70 and 25.1 ± 2.45 and male and female lecturers of physical education were 24.6 ± 2.63 and 24.3 ± 2.71 respectively. The comparative assessment did not indicate any significant difference in male & female and rural & urban lecturers of physical education self motivation dimension of Emotional Intelligence.

**Table 5. Emotional Intelligence – Emotional Stability factor
Male Female & Rural Urban Physical Education Lecturers**

EI - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Emotional Stability	Male	123	15.5	2.23	0.20	9	20	3.963	.048
	Female	49	16.3	2.04	0.29	11	20		
	Urban	129	15.9	2.04	0.18	10	20	2.089	.150
	Rural	43	15.3	2.59	0.39	9	20		

The Emotional stability dimension scores of male and female physical education lecturers were 15.5 ± 2.23 and 16.3 ± 2.04 and urban and rural were i.e. 15.9 ± 2.04 and 15.3 ± 2.59 respectively. The comparative assessment indicated significant ($P < 0.05$) difference in the test scores and thus indicated that the male and female lecturers of physical education exhibited dissimilar emotional stability. The comparative assessment showed no significant difference in the test scores of rural & urban.

**Table 6. Emotional Intelligence – Managing Relationship factor
Male Female & Rural Urban Physical Education Lecturers**

EI - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Managing Relations	Male	123	15.4	2.20	0.20	9	20	3.352	.069
	Female	49	16.0	2.00	0.29	10	20		
	Urban	129	15.7	2.15	0.19	9	20	2.029	.156
	Rural	43	15.2	2.17	0.33	11	20		

* Significant at .05 level of confidence.

The Managing relations dimension scores of male and female physical education lecturers were 15.4 ± 2.20 and 16.0 ± 2.00 and urban & rural physical education lecturers were observed to be 15.7 ± 2.15 and 15.2 ± 2.17 respectively. The comparative assessment did not indicate any significant difference in the test scores of the both.

**Table 7. Emotional Intelligence – Integrity factor
Male Female & Rural Urban Physical Education Lecturers**

EI - Dimensions		N	Mean	±SD	Std. Er.	Min	Max	F	P
Integrity	Male	123	11.3	1.88	0.17	7	15	3.934	.049
	Female	49	12.0	1.79	0.26	8	15		
	Urban	129	11.5	1.86	0.16	7	15	.000	.990
	Rural	43	11.5	1.93	0.29	7	15		

* Significant at .05 level of confidence.

The Integrity dimension scores of male and female physical education lecturers were 11.3 ± 1.88 and 12.0 ± 1.79 respectively. The comparative assessment indicated significant ($P < 0.05$) difference in the test scores and thus indicated that the male and female lecturers of physical education were distinctly different with respect to integrity dimension of emotional intelligence. Moreover, the integrity dimension scores of urban and rural physical education lecturers were observed to be same i.e. 11.5 with a small change in standard deviation values. The comparative evaluation did not indicate any significant difference in the test scores.

**Table 8. Emotional Intelligence – Self Development factor
Male Female & Rural Urban Physical Education Lecturers**

EI - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Self Development	Male	123	7.9	1.20	0.11	4	10	2.030	.156
	Female	49	8.2	1.33	0.19	5	10		
	Urban	129	8.1	1.20	0.11	5	10	.609	.436
	Rural	43	7.9	1.37	0.21	4	10		

* Significant at .05 level of confidence.

The Self development dimension scores of male and female physical education lecturers were 7.9 ± 1.20 and 8.2 ± 1.33 and urban & rural physical education lecturers were observed to be 8.1 ± 1.20 and 7.9 ± 1.37 respectively. The comparative assessment did not indicate any significant difference in the male and female & urban & rural lecturers of physical education were of similar nature with respect to self development dimension of Emotional Intelligence

**Table 9. Emotional Intelligence – Value Orientation factor
Male Female & Rural Urban Physical Education Lecturers**

EI - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Value Orientation	Male	123	7.9	1.44	0.13	4	10	4.924	.028
	Female	49	8.4	1.07	0.15	6	10		
	Urban	129	8.1	1.26	0.11	4	10	3.943	.049
	Rural	43	7.7	1.60	0.24	4	10		

* Significant at .05 level of confidence.

The Value orientation dimension scores of male and female physical education lecturers were 7.9±1.44 and 8.4±1.07 and of urban and rural were observed to be 8.1±1.26 and 7.7±1.60 respectively. The comparative assessment indicate significant (P<0.05) difference in the test scores of value orientation dimension of Emotional Intelligence in male & female and urban & rural test score.

**Table 10. Emotional Intelligence – Commitment factor
Male Female & Rural Urban Physical Education Lecturers**

EI - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Commitment	Male	123	8.5	1.11	0.10	4	10	.086	.770
	Female	49	8.6	1.12	0.16	6	10		
	Urban	129	8.6	1.07	0.09	4	10	3.035	.083
	Rural	43	8.3	1.20	0.18	4	10		

* Significant at .05 level of confidence.

The Commitment dimension scores of male and female physical education lecturers were 8.5±1.11 and 8.6±1.12 and urban & rural were observed to be 8.6±1.07 and 8.3±1.20 respectively. The comparative assessment did not indicate any significant difference in the test scores of both the area.

**Table 11. Emotional Intelligence – Altruistic Behaviour factor
Male Female & Rural Urban Physical Education Lecturers**

EI - Dimension		N	Mean	±SD	Std. Er.	Min	Max	F	P
Altruistic Behaviour	Male	123	8.3	1.02	0.09	5	10	.088	.767
	Female	49	8.3	1.06	0.15	5	10		
	Urban	129	8.3	1.03	0.09	5	10	.605	.438
	Rural	43	8.2	1.04	0.16	5	10		

* Significant at .05 level of confidence.

The Altruistic behavior dimension scores of male and female physical education lecturers were identical i.e. 8.3 ± 1.02 and 8.3 ± 1.06 and urban and rural physical education lecturers were observed to be 8.3 ± 1.03 and 8.2 ± 1.04 respectively. The comparative assessment did not indicate any significant difference in the test scores of both.

CONCLUSION:

In the present study, the physical education lecturers Emotional Intelligence, was successfully understood. The comparative assessments were made on the basis of gender (Male/Female lecturers of physical education) and their rural/urban background. Based on the results, it was observed that all the senior college physical education lecturers participated in this study have a high Emotional Intelligence. The results of the study indicating that the high Emotional Intelligence depends upon above mentioned the 10 factors of Emotional Intelligence. The results of the study also showed that significant different some factor of Emotional Intelligence. The studies provide a valuable insight for improving the emotional intelligence, of the male & female, rural & urban physical education lecturers.

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