



## Research Article

ICFFL Goa Conference|2025

**A Comparative Study of Emotional Intelligence Between Physical Education and B. Sc. Students of D.M College of Science**Maibam Krishnakumari Devi<sup>1</sup>, Prof. R. K. Chandrakumar Singh<sup>2</sup>, Prof. Kh. Sanatombi Devi<sup>3</sup><sup>1</sup>Research Scholar, Department of Physical Education and Sports Science, Dhanamanjuri University, Imphal, Government of Manipur<sup>2,3</sup>Professor, Department of Physical Education and Sports Science, Dhanamanjuri University, Imphal, Government of Manipur**Article History**

Received: 01.07.2025

Accepted: 20.08.2025

Published: 25.09.2025

**Citation**

Devi, M. K., Singh, R. K. C., Devi, K. S. (2025). A Comparative Study of Emotional Intelligence Between Physical Education and B. Sc. Students of D.M College of Science. Goa Conference 2025 Fit for Life: Empowering Youth Through Physical Education, Sports and Traditional Sports. *Indiana Journal of Agriculture and Life Sciences*, 82-84. Indiana Publications.

**Abstract:** Everybody has emotions. We may experience happiness for a moment and sadness the next. And occasionally, we may experience fear. There are many different feelings in between, and we may even experience mixed emotions, which are multiple feelings experienced simultaneously. Humans have emotions, which are reactions to things that happen to them. Emotions are feelings derived from a person's mental state, typically dictated by their immediate surroundings. The situation that elicits an emotion determines the kind of emotion the individual experiences. For example, a person feels happy when they get good news and afraid when they are in danger. Everybody's everyday life is significantly impacted by their emotions. Salovey and Mayer (1990) define emotional intelligence as "the ability to monitor one's feelings and the feelings of others, to appraise them, and, when necessary, to regulate them by creating and employing those feeling states to facilitate one's or others' adaptative social development". For this study, 110 students were randomly selected from D.M College of Science Imphal, the age of the subjects ranged from 18-21 years. The Emotional Intelligence Questionnaire developed by Dr. Subhas Sarkar and Samrat Sarkar was used to measure the students' emotional intelligence. The comparative finding of the study reveals that there were differences in emotional intelligence levels of physical education and B. Sc students of D.M College of Science.

**Keywords:** Emotion, Emotional Intelligence, Physical Education Students and B. Sc. students.

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**INTRODUCTION**

Our emotions are vital to our existence. It is simply from the heart. Emotions are valuable in assessing the quality of our lives. Allowing fear or anger to take over makes us always tense, which results in a significant loss of vital energy and increases the risk of developing a psychosomatic condition. On the other hand, we may be sure that we will remain vigorous, content, and healthy for the majority of our lives if we can learn to remain calm even in the face of the most severe stimuli. Emotions are reactions that are defined by the production of energy in the body and mind. They give comfort challenges vitality. The energy is given specifically to prepare us for action, whether verbally defending oneself fighting, or engaging in intense conversation with another person. Adrenaline and other chemicals are released into the body to give a portion of this energy. Although the idea of emotional intelligence was first proposed in the early 1990s, **Daniel Goleman's** book *Emotional Intelligence* popularized it in 1995. The idea that emotional intelligence can be "as powerful, and at much more powerful, than IQ" in predicting one's level of success in life caught the attention of the general public, the media, and researchers (**Goleman, 1995**). **Salovey and Mayer (1990)** define emotional intelligence as "the

ability to monitor one's feelings and the feelings of others, to appraise them, and, when necessary, to regulate them by creating and employing those feeling states to facilitate one's or others' adaptative social development". **Bar-On (1997)**, defined emotional intelligence as being concerned with understanding oneself and others, relating to students, and adapting to and coping with the immediate surroundings to be more successful in dealing with the environmental demands. Emotional intelligence (EI) is widely acknowledged as an essential component of education that largely influences a student's social interactions, academic achievement, and success. According to recent research, emotional intelligence (EI) is a component of successful educational development that influences both academic performance and the formation of relationships with teachers and other students as well as emotional resilience and stress management. Students with high emotional intelligence are better able to focus on their studies, form social bonds, and manage stress. According to a study published in 2021, emotional intelligence (EI) fosters self-control, dedication, and compassion, all of which benefit students' academic performance and equity in various settings (**Estrada et al. 2021**). Additionally, it has been discovered that resilience and

the capacity to handle challenging (academic) demands are both associated with high EI. High EI students, for instance, typically have fewer negative impacts and are better able to handle academic stress (Bhattacharjee, 2016).

### METHODOLOGY

The subjects were selected by using a random sampling method from the Department of Physical Education and Sports Science and Bachelor of Science students of D.M College of Science, Imphal, Manipur. 110 students (55 each student from physical education student and Bachelor of Science student) were used as the sample for the study. The age of the subjects ranged from 18-21 years. The data were collected using the

Emotional Intelligence Questionnaire developed by Dr. Subhas Sarkar and Samrat Sarkar. Five factors of emotional intelligence were measured. The factors are: a) Self-Awareness b) Self- Regulation c) Motivation d) Empathy and e) Social Skill. To compare the emotional intelligence levels of physical education students and B. Sc. students of D.M. College of Science, descriptive statistics and t- tests were employed. The level of significance was set at 0.05 level. Likert 5- point scale was used for scoring.

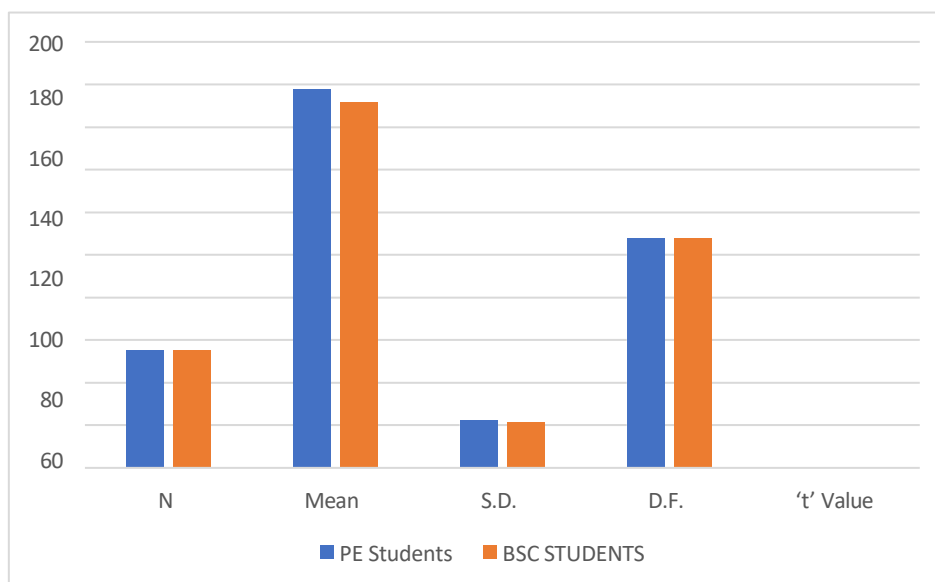
### RESULT

After applying the statistical analysis of descriptive statistics and t-tests on the scores of the subjects, the following results were obtained.

**Table-1: Descriptive analysis and ‘t’ value of Emotional Intelligence of PE and B. Sc. Students**

Sl.no	Group	N	Mean	S.D.	D.F.	‘t’ Value
1	PE students	55	177.96	22.16	108	
2	B. Sc. Students	55	171.65	21.25	108	0.130

*\*significance of level:0.05*



**Figure 1: Descriptive analysis and ‘t’ value of Emotional Intelligence of PE and B. Sc. Students**

The finding of table 1 and figure 1 shows that Mean scores of Emotional Intelligence of PE students and B.Sc. students were 177.96 and 171.65 respectively. S.D. scores of Emotional Intelligence of PE Students and B.Sc. Students were 22.16 and 21.25 respectively. The difference between the two mean and SD scores were 6.31 and 0.91 respectively. The value of ‘t’ score was 0.130 at level of significant 0.05 and degree of freedom was 108. Further, the table of critical values of t for two-tailed tests had been used to check the hypothesis whether it would retain or reject.

### DISCUSSION

The comparative finding of the study reveals that there was difference in emotional intelligence levels of Physical Education and Bachelor of Science

Students of Dhanamanjuri College of Science, Imphal, Manipur. It may be because of the environment, activities which the subjects have been exposed since PE students involved more in sports, co-curricular activities, building teams, social work which leads with them great exposure. The students were subdivided into two broad domains i.e., PE and B.Sc. students of Dhanamanjuri College of Science, Imphal, Manipur. Emotional Intelligence Assessment Questionnaire were prepared through Google form and those were shared through WhatsApp to the subjects so selected for the study. The Questionnaire scale provides five distinct dimensions of emotional intelligence, viz. self-awareness, self-regulation, motivating oneself, empathy, social skills. Each question was provided with 5 options like 1- Never, 2-Rarely, 3- Sometimes, 4- Often, 5- Always which has to be responded by the

subjects according to their suitable answer. There was no time limit but generally 30 minutes had been found sufficient for filling to all the item. Hence from the analysis, it was known that there was difference on Emotional Intelligence levels of Physical Education and Bachelor of Science Students of Dhanamanjuri College of Science, Imphal, Manipur.

## CONCLUSION AND RECOMMENDATION

From the statistical analysis and findings, the following conclusions have been drawn by the researcher that the present study has found that there was significant difference in emotional intelligence of PE students and B.Sc. students of Dhanamanjuri College of Science, Imphal, Manipur. The statistical data were obtained after putting questionnaire and tests. The study was conducted with the help of literary guiding principles and norms.

Further, the researcher recommends that the same study may be again studied with wider amplitude by analysing all of the five components of Emotional Intelligence. All the teachers, students, Sports persons and all the people involved in education and physical education should kindly believe and note that Emotional Intelligence is an integral component/part of overall personality development of the learners. The principals of colleges of education and physical education should encourage and motivate teachers design and implement activity-based programs. The teachers in colleges of B.Sc. and physical education should be given rigorous training to design and implement activity-based programs. Varied and innovative personality development activities should be designed and implemented for the personality development of teacher-students.

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