



Comparative analysis of emotional intelligence between graduate and postgraduate students of Physical Education

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Abstract

This study examines the differences in emotional intelligence (EI) between graduate (BPED) and postgraduate (MPED) students in physical education. Emotional intelligence is a vital component in both personal and professional development, especially in physically and socially demanding environments like physical education. A total of 80 male students (40 BPED and 40 MPED) from Guru Ghasidas Vishwavidyalaya guruwere assessed using the Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar. Descriptive statistics, normality tests, and the Mann-Whitney U test were applied. Results revealed a statistically significant higher EI level among MPED students, suggesting that academic maturity positively influences emotional intelligence. These findings support integrating EI training in physical education curricula.

Keywords: Emotional intelligence, bped, mped, physical education, Mann-Whitney U Test

Introduction

In recent years, emotional intelligence (EI) has emerged as a central construct in understanding individual success in both academic and professional spheres. Emotional intelligence refers to the ability to recognize, understand, manage, and effectively express emotions in oneself and others. In educational settings, EI plays a pivotal role in shaping students' academic achievements, interpersonal relationships, coping mechanisms, leadership capacity, and overall well-being.

The field of physical education (PE), in particular, presents unique emotional and social challenges. PE students often participate in competitive environments that require collaboration, leadership, discipline, and emotional resilience. These situations demand not only physical skill but also the emotional capacity to handle success, failure, teamwork dynamics, and interpersonal conflict. Therefore, the role of emotional intelligence becomes especially relevant in preparing future physical education professionals—teachers, coaches, and sports managers—to navigate such complex environments.

While cognitive intelligence (IQ) is traditionally seen as the primary determinant of academic success, researchers increasingly recognize that emotional intelligence may be equally, if not more, important in determining life outcomes. Goleman (1995), one of the foremost proponents of EI, argues that the competencies related to emotional understanding and regulation are crucial for effective communication, empathy, conflict resolution, and leadership—all of which are fundamental in the realm of physical education.

Graduate (BPED) and postgraduate (MPED) students in physical education are at different stages of academic, professional, and emotional development. BPED students are typically in the early phase of their professional journey, while MPED students often have more practical experience, theoretical knowledge, and maturity. These differences may influence their emotional intelligence. It is hypothesized that MPED students, due to their higher academic exposure and life experience, possess a more developed emotional intelligence than their BPED counterparts.

Furthermore, emotional intelligence is now being integrated into teacher training programs, leadership development initiatives, and sports psychology frameworks. As PE professionals increasingly take on roles as mentors, leaders, and motivators, it becomes essential to understand their emotional strengths and areas for growth. A comparative analysis of emotional intelligence between BPED and MPED students could provide valuable insights into how emotional competencies evolve with education and experience.

Despite the growing body of research on EI, limited attention has been paid to its relevance within physical education contexts, particularly in Indian academic institutions. Most studies focus on EI in business, psychology, or general education, neglecting its role in athletic and physical training environments. This study aims to address this gap by systematically evaluating and comparing the emotional intelligence of graduate and postgraduate physical education students.

The findings of this study may offer direction for curriculum development in physical education, highlighting the importance of emotional training alongside physical and pedagogical instruction. If postgraduate students consistently demonstrate higher EI, it would support calls to embed emotional intelligence training early in PE programs.

Methodology

Selection of Subjects

The present study was conducted on a total of 80 male students enrolled in physical education programs across various Guru Ghasidas Vishwavidyalaya in Chhattisgarh India. The sample was divided equally into two groups 40 students from the Bachelor of Physical Education (BPED) program 40 students from the Master of Physical Education (MPED) program. A stratified random sampling technique was employed to ensure balanced representation from both academic levels.

Selection of variables

Emotional Intelligence (EI) This was the dependent variable under observation, assessed to compare its levels across two independent groups—BPED and MPED students.

Criterion Measures

1. To assess the level of Emotional intelligence in BPED and MPED students, Emotional intelligence scale by anukool hyde, sanjyot pethe, upinder dhar.
2. The scoring was done according to the guidelines provided in the questionnaire manual.
3. The score obtained from this test was considered as criterion measures for this study.

Administration of Questionnaire

Before distributing the questionnaire, all participants were clearly informed about the purpose of the study and were given detailed instructions on how to respond to the items. The procedure and techniques for completing the questionnaire were explained to ensure clarity and accuracy

in responses. Informed consent was obtained from all participants, ensuring their voluntary participation in the study. The questionnaire was then administered online through Google Forms.

Statistical Techniques

For the purpose of to analyse the data, the emotional intelligence scores of BPED and MPED students were compiled using descriptive statistics including mean, standard deviation, and percentage. The results of the Shapiro-Wilk test, which was used to evaluate normality, showed that the data from the MPED group did not follow a normal distribution. The emotional intelligence levels of the two separate groups were therefore compared using the non-parametric Mann-Whitney U test.

Table 1. Mean rank and Sum of Ranks of level of Emotional intelligence between B.P. ED and M.P. ED students.

Group	N	Mean	SD	Mean Rank	Sum of Ranks	U-value	Z-value	p-value
BPED	40	130.63	6.73	25.36	1014.50	194.50	-5.832	0.000
MPED	40	143.98	10.16	55.64	2225.50			

Results and Discussion

The above table revealed a significant difference in the emotional intelligence scores of BPED and MPED students of physical education. The findings indicate that MPED students demonstrated higher levels of emotional intelligence compared to BPED students, as measured by the Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar. The Mann-Whitney U test confirmed this difference to be statistically significant (U = 194.50, p = 0.000), suggesting that postgraduate students possess greater emotional awareness, regulation, and interpersonal skills than their graduate counterparts. This supports the view that emotional intelligence tends to develop with academic experience and maturity.

This finding suggests that emotional intelligence tends to improve with academic advancement, age, and practical experience. Postgraduate students, being more exposed to real-life teaching, training, and leadership situations, appear to have developed greater emotional awareness, regulation, and interpersonal skills.

The significant difference in emotional intelligence between the two groups highlights the need to integrate emotional intelligence training into physical education curricula at both undergraduate and postgraduate levels. Developing emotional intelligence early in students’ academic journeys may enhance their overall personality, teaching effectiveness, and ability to cope with the social and emotional demands of the physical education profession.

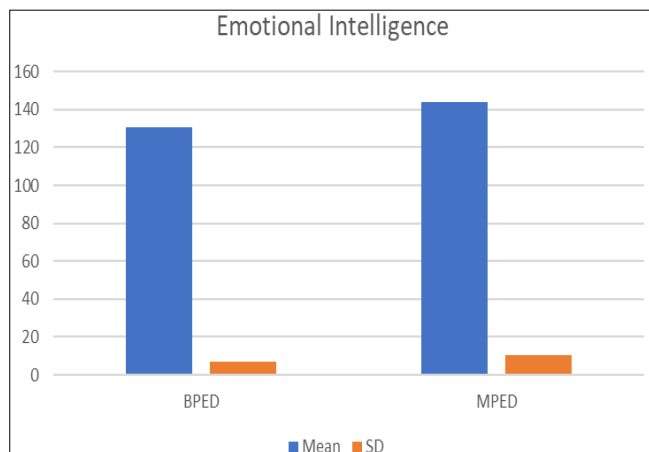


Fig 1: Graphical Representation of Emotional Intelligence between B.P. Ed and M.P. Ed.

Conclusion

The present study aimed to compare the emotional intelligence levels of graduate (BPED) and postgraduate (MPED) students of physical education. The results clearly indicated that MPED students scored significantly higher on emotional intelligence than their BPED counterparts.

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