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Research Paper

Emotional Intelligence and Mental Imagery of Information Technology and Physical Education Students

Physical Education

KEYWORDS : Emotional Intelligence, Mental Imagery

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ABSTRACT

The purpose of the study was to analyse the Emotional Intelligence and Mental Imagery of Information Technology (IT) and Physical Education (PE) students. To achieve the purpose Forty (N=40) IT students i.e., 20 boys and 20 girls and Forty (N=40) PE students i.e.20 boys and 20 girls, were selected from Mangattuparamba Campus, Kannur University (Kerala). The age group of selected subjects ranged from 18 – 25 years. The standardised psychological tools of Emotional Intelligence Scale (EIS) developed by Dr. Arun Kumar Singh and Dr. Shruti Narain and Mental Imagery Questionnaire (MIQ) developed by Dr. Rajamanickam were used to quantify the selected Psychological Variables. In order to find out the difference among IT and PE students Independent't' test was used. The result shows that, Emotional Intelligence was significance to PE girls than IT girls, but in the case of boys no significance found. The MIQ subtest 'visual' imagery was significance to PE boys and girls than IT boys and girls. 'Bodily' imagery was significance to PE girls than IT girls and there were no significance found in boy's Bodily imagery. All other MIQ sub-tests of Auditory, Gustatory, Olfactory and Tactual imagery no significance difference shown between IT and PE boys and girls.

INTRODUCTION

Emotional Intelligence (EI) refers to the mental processes involved in the recognition, use, understanding, and management of one's and other's emotional state required in solving problems and regulating behaviour (Ciccarelli & Meyer, 2006). People have different personalities, different wants and needs, and different ways of showing their emotions. Navigating through these all takes tact and cleverness especially the individuals to succeed in life. Study done by Garima Gupta and Sushil Kumar (Kurukshetra Univeristy) has shown that students with high EI were positively correlated with mental health. EI can be learned and developed by observing or judging own emotions. Mental image or mental picture is the representation in a person's mind of the physical world outside of that person. There are six sub areas of mental imagery, Visual, Auditory, Olfactory, Gustatory, Tactual and Organic. Individuals might have experienced all these senses. Each individual may have different levels of image of the experience in their mind. The mental imagery is to assess the level of the mental image of individuals past experience. Educational researchers (Pascual-Leone et al 1995) have examined whether the experience of mental imagery affects the degree of learning. The authors of the study stated that mental imagery practice alone seems to be sufficient to promote the modulation of neural circuits involved in the learning skills.

METHODOLOGY

The purpose of the study was to analyse the Emotional Intelligence and Mental Imagery of Information Technology (IT) and Physical Education (PE) students. To achieve the purpose Forty (N=40) IT students i.e., 20 boys and 20 girls and Forty (N=40) PE students i.e., 20 boys and 20 girls were selected from Mangattuparamba Campus, Kannur University (Kerala). The age group of selected subjects ranged from 18 – 25 years. The standardised psychological tools of Emotional Intelligence Scale (EIS) developed by Dr. Arun Kumar Singh and Dr. Shruti Narain, Mental Imagery Questionnaire (MIQ) developed by Dr. Rajamanickam were used to quantify the selected Psychological Variables. In order to find out the difference among IT and PE students Independent 't' test was used.

ANALYSIS OF DATA

Table 1. Showing Mean difference of Emotional Intelligence

Group		No.	df	Mean	SD	't' value
Boys	IT	20	38	23.10	3.72	.295
	PE	20	38	22.80	2.60	
Girls	IT	20	38	19.05	3.89	3.329*
	PE	20	38	22.35	2.10	

Table Value 1.96*

Table 1 indicates that, there was significant difference in the mean score of IT and PE girls as the calculated't' value 3.329* is greater than the tabulated't' value of 1.96. at 0.05 level of significance with 38 degrees of freedom. But in the case of boys there was no significant difference shown. The obtained final score of EIS is qualitatively interpreted with the help of the following table.

Table 2. Showing the EI of IT and PE students

No.	Group	Mean score	Interpretation
1	IT boys	23.10	Average EI
2	PE boys	22.80	Average EI
3	IT girls	19.05	Low EI
4	PE girls	22.35	Average EI

Figure 1. Graphical representation of EI

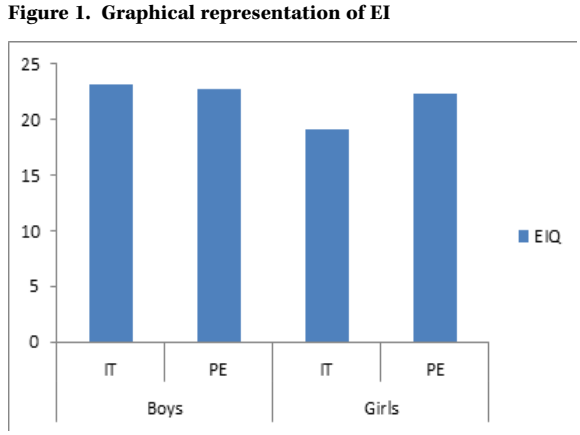

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Table 3. Showing the Mean difference of Mental Imagery

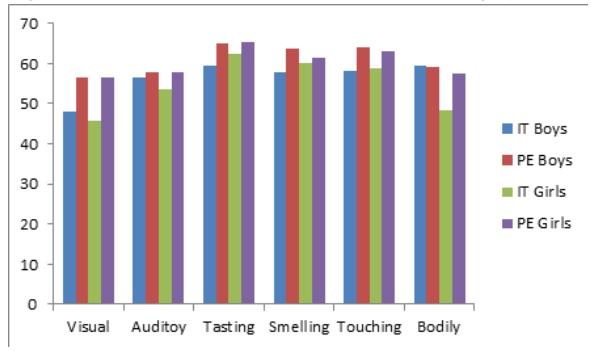
Sub-Tests	Group		No.	df	Mean	SD	t Value
Seeing (Visual)	Boys	IT	20	38	47.89	13.32	2.288*
		PE	20	38	56.42	10.19	
	Girls	IT	20	38	45.85	9.57	3.150*
		PE	20	38	56.40	11.51	
Hearing (Auditory)	Boys	IT	20	38	56.40	11.42	.445
		PE	20	38	57.90	9.85	
	Girls	IT	20	38	53.50	8.72	1.387
		PE	20	38	57.80	10.77	
Tasting (Gustatory)	Boys	IT	20	38	59.60	15.55	1.347
		PE	20	38	64.90	8.23	
	Girls	IT	20	38	62.40	8.99	1.197
		PE	20	38	65.40	6.67	
Smelling (Olfactory)	Boys	IT	20	38	57.70	11.14	1.197
		PE	20	38	93.85	10.40	
	Girls	IT	20	38	60.25	11.71	.399
		PE	20	38	61.50	7.70	
Touching (Tactual)	Boys	IT	20	38	58.10	14.07	1.684
		PE	20	38	64.20	8.02	
	Girls	IT	20	38	58.95	9.42	1.429
		PE	20	38	63.00	8.47	
Bodily (Organic)	Boys	IT	20	38	59.35	12.79	.013
		PE	20	38	59.30	11.43	
	Girls	IT	20	38	48.35	14.51	2.276*
		PE	20	38	57.65	11.10	

Table value 1.96*

Table 3 indicates that, there was significant difference in the mean score of IT boys and PE boys, IT girls and PE girls in MIQ sub-test of 'visual' imagery. In boys the calculated't' value 2.288 was greater than the tabulated 't' value of 1.96 and in girls, the calculated 't' value of 3.150 is greater than the tabulated 't' value of 1.96 at 0.05 level of significance with 38 degrees of freedom. Further there was a significance shown in girls mean score of MIQ sub-test of 'Bodily' imagery; the obtained't' value of 2.276 was greater than the tabulated't' value of 1.96. But there was no significant difference in the case of boy's Bodily imagery.

There was no significant difference between the mean scores in all other MIQ sub-tests of Auditory, Gustatory, Olfactory, Tactual imagery of IT and PE boys, IT and PE girls

Figure 2. Graphical representation of Mental Imagery



DISCUSSION

The PE students are frequently exposed to various sports activities and hence they learn the art of visualization and mental imagery for improving their talent and skills in sports. This may be the possible reason for improving their visual imagery than IT boys and girls. Moreover they build healthy social interaction by involving in sports which further helps them for controlling various emotions. Thus, sports activity and socialization are possibly the reasons for better Emotional Intelligence especially in PE girls. The Organic/Bodily imagery of PE girls is better than IT girls because the PE girls are undergo regular physical activities and they are more conscious and aware about their physical body. Whereas the IT girls are mostly sedentary in nature and they hardly involve in any physical activity and lack bodily awareness.

CONCLUSIONS

Based on the results of the study the following conclusions were drawn.

Emotional Intelligence of PE girls is better than IT girls. According to the EIS norms IT girls are low EI and PE girls are average EI.

Visual Imagery of PE boys and girls are better than IT Boys and girls

Bodily/Organic imagery of PE girls is better than IT girls.

No difference has been found between IT and PE boys in the case of EI and Bodily imagery.

No difference has been found between IT and PE boys and IT and PE girls in MIQ sub – tests of Hearing, Smelling, Tasting and Touching.

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