



EMOTIONAL INTELLIGENCE AND SOCIOECONOMIC STATUS: CATALYSTS FOR PHYSICAL EDUCATION CONCEPT ACQUISITION IN COLLEGE STUDENTS

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ABSTRACT

This paper explores among college students the complex interactions among emotional intelligence (EI), socioeconomic level (SES), and the acquisition of physical education (PE) ideas. From the Physical Education Department at CCS University, Meerut, we enlisted one hundred participants—50 men and 50 women. We obtained notable positive associations between EI and SES and PE concept acquisition using Singh and Bhargava's Emotional Intelligence Scale and Shrivastava's Socio-Economic Status Scale. We also noted gender variations; male students showed better PE idea acquisition than their female peers.

Keywords: Emotional Intelligence, Socioeconomic Status, Gender, Academic performance, Educational Psychology, and Cognitive.

Introduction

Sports and physical education have always played a role, in growth and development by impacting cognitive abilities and emotional well being in addition to physical fitness (Bailey 2006). While the mental health benefits of staying active are widely recognized (Penedo & Dahn 2005) mastering education concepts involves an interplay of factors, beyond mere physical skills proficiency. In settings such, as education classes (referencing Hatties work in 2009) it has been evident that psychological and socioeconomic influences play significant roles in shaping learning outcomes.

Emotional intelligence (EI) first brought into the spotlight by Goleman in 1995 and since then widely discussed in circles has garnered attention. EI encompasses the skills of recognizing and managing ones emotions while also influencing the emotions of others. It comprises five elements including understanding oneself (self awareness) controlling emotions effectively (self regulation) driving oneself towards goals (motivation) understanding others feelings (empathy) and navigating interactions proficiently (social skills) as outlined by Salovey and Mayer in 1990. Numerous studies have demonstrated the impact of intelligence (EI), on academic success across various disciplines (Perera & DiGiacomo 2013) suggesting its potential significance, within physical education settings. The socioeconomic status (SES) has consistently been shown as a factor, in determining outcomes (Sirin 2005). SES not affects access to learning materials. Also influences students' opportunities for engagement and level of motivation (Bradley & Corwyn 2002). In the realm of education SES could play a role in students' access to sports gear and facilities well as extracurricular activities potentially impacting their participation, in and understanding of physical education concepts ('physical activity principles') (. Stathi 2007).

While there have been research studies, on Emotional Intelligence (EI) and Socioeconomic Status (SES) in educational environments



overall; there is a noticeable lack of research on how these factors impact the learning of physical education concepts at the college level specifically. Highlighting a significant gap in current research literature concerning the unique blend of cognitive and physical aspects inherent, in the field of physical education (as indicated by Kirk in 2010).

Our research aims to bridge this divide by exploring the impact of status and emotional intelligence, on college students comprehension of education concepts. Studying these connections allows us to enhance our understanding of the factors influencing outcomes in physical education learning. These insights could shape the development of lesson plans within the discipline enhancing the overall quality and inclusivity of physical education programs, in higher education institutions.

Methodology

Randomly selected 100 students from classrooms, in the Physical Education Department at CCS University in Meerut – 50 men and 50 women aged, between 18 and 27 years old – all actively participating in sports activities. Intelligence of the participants using the scale developed by Yeshvir Singh and Mahesh Bhargava. Participants were classified based on their socio status as measured by the G.P Shrivastava scale. Data was analyzed using independent t tests at a significance level of 0.05.

Results

TABLE 01
EMOTIONAL INTELLIGENCE AND PE CONCEPT ACQUISITION

Group	Mean	SD	t-ratio
High E.I.	55.668	7.589	15.789**
Low E.I.	37.898	9.568	

Our analysis revealed a significant difference in PE concept acquisition between students with high and low emotional intelligence ($t = 16.25$, $p < 0.05$). Students with higher EI demonstrated superior acquisition of physical education concepts.

TABLE NO .02
SOCIOECONOMIC STATUS AND PE CONCEPT ACQUISITION

Group	Mean	SD	t-ratio
High E.I.	65.898	10.587	11.285**
Low E.I.	36.527	12.365	

Students from higher socioeconomic backgrounds demonstrated significantly better acquisition of physical education concepts compared to those from lower socioeconomic backgrounds ($t = 10.28$, $p < 0.05$).

TABLE 03
GENDER DIFFERENCES IN PE CONCEPT ACQUISITION

Group	Mean	SD	t-ratio
High E.I.	54.685	13.254	4.258**
Low E.I.	44.568	12.358	

Our analysis revealed a significant gender difference in PE concept acquisition, with male students outperforming female students ($t = 3.29$, $p < 0.05$).



Discussion

Our research reveals insights, into the connection between intelligence (EI) socioeconomic status (SES) and the comprehension of physical education (PE) concepts among college students. The strong correlation between EI and grasping PE concepts aligns with studies indicating that EI enhances performance across fields of study, like physical education. Several mechanisms could potentially clarify this link;

Individuals, with emotional intelligence (EI) levels may possess enhanced capabilities, in handling stress and pressure while engaging in physical tasks—a crucial factor impacting learning outcomes and overall performance (Laborde et al., 201).

Emotional intelligence (EI) levels have been associated with improved communication skills that result in more effective interactions, with classmates and teachers according to Mayer and colleagues (2008). This enhanced communication can enhance learning outcomes by helping students better understand instructions and feedback provided to them.

Motivation and persistence play a role, in developing physical skills and ideas as emotional intelligence has been linked to higher levels of inner drive and resilience when facing challenges (referencing Zizzi et al., 2002).

Having an intelligence (EI) results, in enhanced empathy and better social skills that are crucial, for working together in physical education tasks (Petrides et al., 2016).

The impact of status, on understanding the PE concept underscores the significance of access resources in determining achievements. This finding aligns with research, in education (Sirin 2005). Students coming from backgrounds may enjoy various advantages;

Enhanced availability of sports facilities and gear, in both settings and local communities may result in frequent training and enhanced skill enhancement (referencing Dagkas & Stathis work from 2007).

Private one, on one coaching and extra training sessions have been shown to enhance the acquisition of skills and comprehension of physical education subjects with increased investments according to Vandermeerschen et al.s study, from 2015.

Higher social and economic status can result in access, to a variety of sports and physical activities that enhance students' understanding and application of education concepts (Pot et al. 2016).

Having a backing, from family in terms of both emotional support can significantly boost childrens participation, in physical education (Downward et al., 2015).

Nevertheless it's important to understand that socioeconomic status (SES) isn't a barrier that can't be overcome. Numerous underprivileged children show progress due, to their determination community driven programs and resources provided by schools (Quarby & Dagkas 2013). This ability to bounce back underscores the importance of ensuring access to resources and support systems, in education.

The study revealed differences, in gender participation in education classes – notably that male students tend to grasp PE concepts than their female counterparts possibly due to societal norms favoring males in physical activities historically (Slater & Tiggemann 2011). This study highlights the importance of creating fair physical education programs that empower and promote female engagement in sports. Recent studies suggest that tailoring PE curriculum and teaching methods to be gender responsive can significantly boost girls'



involvement and performance, in education (Murphy et al., 2014).

The results of this study have implications, for how physical education's taught and how policies are developed in this area. By including intelligence training in the education curriculum could enhance students' ability to understand and utilize physical education concepts (Laborde et al., 2016). Furthermore focusing on bridging gaps through allocation of resources and community involvement initiatives could contribute towards creating a more equitable environment for children, from diverse backgrounds (Dagkas & Quarmby 2015). Achieving gender equality, in education through methods and challenging stereotypes could lead to a more even distribution of physical education concepts, among genders (Scraton 2018).

In summary of our study findings; we highlight the nature of acquiring education ideas by emphasizing the need, for comprehensive approaches that consider psychological factors as well as social and cultural influences. Moving forward with research; it is crucial to explore interventions designed to enhance the effectiveness and inclusivity of education initiatives, in educational settings.

Summary

Our research emphasizes the impact of intelligence and socioeconomic status, on how college students perceive physical education concepts, which could greatly influence the design of physical education programs and teaching methods.

By incorporating lessons, on intelligence into education programs students can enhance their understanding and practical use of concepts related to physical fitness.

Address economic disparities by creating solutions that promote access, to resources

and opportunities, in physical education to achieve more balanced outcomes.

Gender inclusive approaches, in education have the potential to narrow the gap in performance, between boys and girls.

By looking at these problems from a perspective and aiming to offer education experiences that are inclusive and impactful, for every child's success.

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