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A comparative study of social intelligence between physical education and non-physical education students of Jammu University

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Abstract

The present study was planned to compare social intelligence of male students pursuing their education in physical education and non-physical education streams in Jammu University. To conduct the study, 50 male physical education students were selected as sample. The average age of selected male physical education students was 22.14 years. The selected physical education students were enrolled in physical education courses offered by Jammu University. For present study, 50 male non-physical education students were also selected as sample. The non-physical education male students were pursuing their studies from courses offered by Jammu University in other educational streams. The average age of non-physical education male students was 23.09 years. The selection of sample was based on purposive sampling. To assess social intelligence of the selected students of Jammu University, social intelligence scale prepared by Chadha and Ganeshan (1986) was adopted. Results revealed that social intelligence in male physical education students was found to be significantly higher as compared to male non-physical education students. On the basis of results it may be concluded that male physical education University students possesses more magnitude of social intelligence as compared to male non-physical education University students. It may also be concluded that physical education is a constructive mode in development of social wellbeing in students.

Keywords: Social intelligence, physical education, non-physical education

Introduction

It has been propagated that education through the physical i.e. physical education not only develops physical proficiency but also develop some useful life skills such as leadership qualities, creativity and cognitive ability such as social intelligence. But scientific documentation in this regard is contrary. Phys Ed., PE, gym or gym classes are other terminologies used in reference to physical education. In commonwealth countries namely in Asia it is interlinked with physical training that is used as calisthenics. Although physical education is associated with physical activity but physical education is much more broader concept than physical activity. In layman's language physical education is a form of educational method given with the help of physical regimen. Physical education is based on motion. Much broader definition of physical education encompasses terms such as physical fitness, motor educability and overall wellbeing. In terms of societal configuration physical education is an holistic approach towards maximising societal health by promoting active lifestyle. It teaches a person to interact effectively with social environment. Ability to build and maintain good relationship with others by negotiating social environment is defined as social intelligence. It is a very well known fact that IQ is important for educational excellence but to maintain and build interpersonal relationship in society is different and it needs social intelligence. A person's capacity to be acquainted with oneself and others determines his/her social intelligence. It is an inseparable part of human behaviour. Gardner (1983) also put forth a similar kind of view point in terms of social intelligence. Thorndike (1940) propounded that capacity of an individual to successfully manage, engage and understand the social relationship in a adaptive manner is social intelligence. Hence the present study was planned to compare social intelligence of male students pursuing their education in physical education and non-physical education streams in Jammu University.

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Objectives

The objective of the present study was to compare social intelligence between male physical education students and male non-physical education students of Jammu University.

Hypothesis

It was hypothesized that Social intelligence in male physical education students and male non-physical education students will not differ significantly.

Methodology

The following methodological steps were taken in order to conduct the present study.

Sample

For present study, 50 male physical education students were selected as sample. The average age of selected male physical education students was 22.14 years. The selected physical education students were enrolled in physical education courses offered by Jammu University. For present study, 50 male non-physical education students were also selected as sample. The non-physical education male students were pursuing their studies from courses offered by Jammu University in other educational streams. The average age of non-physical education male students was 23.09 years. The selection of sample was based on purposive sampling.

Tools

Social intelligence scale

To assess social intelligence of the selected students of Jammu University, social intelligence scale prepared by Chadha and Ganeshan (1986) was adopted. It consists of 66 items. This scale assess social intelligence on the basis of eight dimensions namely patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory. This scale is highly reliable and valid.

Procedure

First of all 50 physical education students and 50 non physical education students of Jammu University were selected purposively.

After following ethical considerations social intelligence scale was administered to each subject in a peaceful environment.

The response given by subject on each statement was scored as per guidelines provided in the manual of the scale. Tabulation of data was carried out according to two pre defined study groups. Afterwards statistical analysis of data was conducted to verify the hypotheses.

The analysis of data is shown in table 1

Result & Discussion

Table 1: Comparison of Social Intelligence between Male Physical Education Students and Male Non-physical Education Students

Groups	Mean	S.D.	Mean Difference	't'
Male Physical Education Students (N=50)	96.28	9.15	5.26	2.71**
Male Non-Physical Education Students (N=50)	91.02	10.19		

** Significant at .01 level

t(df=98) = 1.97 at .05 level; 2.61 at .01 level

The comparison of social intelligence between male physical education students and male non-physical education students yielded significant results. It was observed that social intelligence in male physical education students (Mean=96.28) was significantly higher as compared to male non-physical education students (Mean=91.02). The calculated $t=2.71$ also proves this result at .01 level of statistical significance.

In the present study results revealed that social intelligence in male physical education students was significantly superior as compared to male non-physical education students. Results once again reiterate the fact that physical education is an important medium for overall physical and mental development of students in which they learn to respect environment, social values and become psychologically sound. Pollatschek and O'Hagan (1989), Maryam Sasanfar and Maryam Koushkie Jahromi (2010) [2], Sarunas *et al.* (2012) [5], Sajad Moemeni Piri (2015) [4] in their studies observed the psycho-social benefits of physical education. Hence the results of the present study are in expected direction.

Conclusion

On the basis of results it may be concluded that male physical education University students possesses more magnitude of social intelligence as compared to male non-physical education University students. It may also be concluded that physical education is a constructive mode in development of social wellbeing in students.

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