

A COMPARATIVE STUDY OF THE EMOTIONS OF THE STUDENTS OF MASTERS DEGREE IN PHYSICAL EDUCATION UNDER TWO DIFFERENT TEACHING ENVIRONMENTS

DR. SHATRUNJAY M. KOTE, Assistant Professor, M. S. M's. College of Physical Education, Khadkeshwar, Aurangabad, Maharashtra, India; E-Mail: shatrunjaykote@yahoo.co.in

DR. PRADEEP B. DUBE, Principal, M. S. M's. College of Physical Education, Khadkeshwar, Aurangabad, Maharashtra, India

-ABSTRACT-

INTRODUCTION: State of mind matters a lot when one is in the learning stage. The readiness of learning depends on the state of mind in turn can be stated as the mood or emotion the subject is carrying at that particular moment. The state of learning and understand at any level is compulsory so as to implement in the practical life. Here the research scholar is in pursuit of studying the future teachers in physical education. The mode of teaching in the masters' degree in physical education under different environmental conditions may differ as per the facilities available in the institution and the teaching staff. The learning is made easy and assessable only when the environmental conditions prevailing are supportive to the positive and encouraging emotions.

PROCEDURE: The data is collected from two different colleges imparting master's course in physical education under different environmental conditions. In all 50 subjects were selected for the study in which 25 were from each college. Questionnaire is administered to know the difference in emotions where the students are taught in two different conditions. The first condition (GROUP – A) in which the teaching is done with the help of latest electronic gadgets with all facilities of sitting and the temperature of the classroom is maintained, whereas in the second condition (GROUP – B) the teaching is done under traditional system like using blackboards and chalks where the sitting conditions and the environment is of ample below graded. The test is administered with standard instructions and similar conditions so as the emotional anticipation from the questionnaire will be to the nearest truth.

METHODOLOGY: The tool, 'Eight State Questionnaire (8SQ)' was designed specifically for measuring eight important emotional states and moods (Cattell, 1972). Both forms of the 8SQ contain 96 items, 12 of which measure each state. The test may be administered individually or in a group. The test was constructed to be used with adults and adolescents of approximately 16 years of age or above. As to educational level, it uses 'newspaper' English and demands about an eighth grade reading comprehension level. It is not designed, as yet, for really low educational levels or sub-groups unassimilated into the American culture. On the other hand, a deliberate choice of language has been observed to make the test equally appropriate for various English speaking groups such as the British and Australians.

CONCLUSION: The percentile figures shows that out of the above eight factors of emotion or mood it is found that the first six factors of emotion which are on the negation side are found more in the Group-B than in Group – A whereas the two positive emotions at optimum level are found better in Group – A than in Group – B. Hence from all the above results it can be concluded that environment matters a lot when it comes to learning which is totally dependent on the emotions or moods which is the outcome of the facilities and the environment of the class.

(AN ABSTRACT FOR THE INTERNATIONAL CONGRESS ON CONTEMPORARY ENRICHMENT IN PHYSICAL EDUCATION AND SPORTS SCHEDULED ON 10TH, 11TH AND 12TH JANUARY 2012 AT DEPARTMENT OF PHYSICAL EDUCATION, UNIVERSITY OF MUMBAI, MAHARASHTRA, INDIA)

A COMPARATIVE STUDY OF THE EMOTIONS OF THE STUDENTS OF MASTERS DEGREE IN PHYSICAL EDUCATION UNDER TWO DIFFERENT TEACHING ENVIRONMENTS

DR. SHATRUNJAY M. KOTE, Assistant Professor, M. S. M's. College of Physical Education, Khadkeshwar, Aurangabad, Maharashtra, India; E-Mail: shatrunjaykote@yahoo.co.in

DR. PRADEEP B. DUBE, Principal, M. S. M's. College of Physical Education, Khadkeshwar, Aurangabad, Maharashtra, India

INTRODUCTION:

State of mind matters a lot when one is in the learning stage. The readiness of learning depends on the state of mind in turn can be stated as the mood or emotion the subject is carrying at that particular moment. The state of learning and understand at any level is compulsory so as to implement in the practical life. Here the research scholar is in pursuit of studying the future teachers in physical education. The mode of teaching in the masters' degree in physical education under different environmental conditions may differ as per the facilities available in the institution and the teaching staff. The learning is made easy and assessable only when the environmental conditions prevailing are supportive to the positive and encouraging emotions.

Emotion is affective aspect of consciousness. The emotions are generally understood as representing a synthesis of subjective experience, expressive behaviour, and neuro-chemical activity. Most researchers hold that they are part of the human evolutionary legacy and serve adaptive ends by adding to general awareness and the facilitation of social communication. Some nonhuman animals are also considered to possess emotions, as first described by Charles Darwin in 1872. An influential early theory of emotion was that proposed independently by William James and Carl Georg Lange (1834-1900), who held that emotion was a perception of internal physiological reactions to external stimuli. Walter B. Cannon questioned this view and directed attention to the thalamus as a possible source of emotional content. Later researchers have focused on the brain-stem structure known as the reticular formation, which serves to integrate brain activity and may infuse perceptions or actions with emotional valence. Cognitive psychologists have emphasized the role of comparison, matching, appraisal, memory, and attribution in the forming of emotions. All modern theorists agree that emotions influence what people perceive, learn, and remember, and that they play an important part in personality development. Cross-cultural studies have shown that, whereas many emotions are universal, their specific content and manner of expression vary considerably.

The theoretical importance of measuring emotional states lies in the fact that any prediction of how a person will act or how he will perform depends as much on his present state as on his usual trait. An alert individual of average intelligence may perform better on an intellectual task than a tried genius. The practical importance of good state measures is evident in such areas as drug research, studies of morale, evaluation of classroom conditions, directing a course of therapy, etc.

The 8SQ can be used to assess an individual's or a group's emotional reactions to different environmental conditions or to changes in environmental conditions or to changes in environment conditions. As such, it has multiplicity of uses limited only by the imagination of the test user. Below is a sample of possibilities:

1. For pharmaceutical companies- to test the emotional reactions of individuals to a new drug and compare these reactions with those of individuals who received placebo drug'
2. for psychiatrists- to evaluate the effects of drug-dosage changes on the emotional functioning of an individual patient;

3. for educators- to examine the effects of different teaching formats on the emotional reactions of pupils in the classroom;
4. for industrial firms- to investigate changes in employees' emotional reactions as a measure of morale, to different types of profit-sharing programs;
5. for clinical researchers- to evaluate the efficacy and outcome of a new type of treatment program;
6. for social scientists- to examine the effects of their experimental manipulations on emotional states.

As can be seen from this partial list, the 8SQ can be used for wide variety of purposes in both experimental and applied settings. One special advantage is that as a multistate battery it gives the test user a good indication of the variety of emotional reactions that are produced by different environmental situations or changes in environmental situations. In some cases, it may be crucial to have a thorough understanding of the complexity of an individual's emotional reactions to a situation. For example, a new drug may prove to be effective in reducing anxiety, but it may have some unwanted side effects on arousal level. If the investigator measured only the anxiety factor, pertinent information could be lost.

DESCRIPTION OF THE STATES MEASURED BY THE 8SQ		
Scale	Examinee describes self as	Behavioural correlates in objective test domain
Anxiety	Worried, easily rattled, tense, emotionally upset, easily angered, high strung, easily annoyed	More common fragilities admitted, greater tending to agree, less confident of skill in untried performance
Stress	Feeling a lot of pressure, unable to take time off and relax, constantly on the go, feeling hectic, experiencing great strain, unhappy with own performance, experiencing lots of demands	Low motor perceptual rigidity, better at memorizing meaningless material, high ration of threatening objects seen in unstructured drawings
Depression	Unhappy, disagreeable, pessimistic, in poor spirits, disappointed	Poorer at memorizing meaningful material, low ratio of fluency regarding self relative to other topics
Regression	Confused, unorganized, unable to concentrate, experiencing difficulty coping, acting impulsively	Greater suggestibility, lower ratio of accuracy to speed, lower accuracy in spatial judgment poorer two hand coordination, higher score on neurotic symptom checklist, lower speed of Gestalt closure
Fatigue	Exhausted, no energy, sluggish, tired, needing rest, weary, below par in performance	Greater variability in accuracy, rapid reversible perspective
Guilt	Regretful, concerned about own misdeeds, experiencing difficulties sleeping unkind, dissatisfied with self	-----
Extraversion	Sociable, outgoing adventuresome, talkative, enthusiastic	Greater number of objects perceived in unstructured drawing, less tendency to agree, less authority submission, more confident assumption of skill in untried performance
Arousal	Alert, keyed up, excited, stimulated, keen and sharp senses	-----

PROCEDURE:

The data is collected from two different colleges imparting master's course in physical education under different environmental conditions. In all 50 subjects were selected for the study in which 25 were from each college. Questionnaire is administered to know the difference in emotions where the students are taught in two different conditions. The first condition (GROUP – A) in

which the teaching is done with the help of latest electronic gadgets with all facilities of sitting and the temperature of the classroom is maintained, whereas in the second condition (GROUP – B) the teaching is done under traditional system like using blackboards and chalks where the sitting conditions and the environment is of ample below graded. The test is administered with standard instructions and similar conditions so as the emotional anticipation from the questionnaire will be to the nearest truth.

Administration of the Test: (A) Precautions Taken: (1) Good rapport was established with the subjects. (2) The subjects were not allowed to handle the test materials prior the administration of the test. (3) All the questions, queries and doubts of the subjects regarding the test were clarified by the research scholar. (B) Instructions: Oral instructions were given to the testee for sincere and honest answering the questionnaire.

Actual Administration: The 8SQ and answer sheet were handed over to the subjects. Oral instructions were given. He/ she were also asked to read the instructions printed on the front page of the test booklet. After getting confirmed that the subjects have understood the instructions the actual administration of the test was carried out. The subjects read each statement and four alternatives carefully and specifically selected 'a' or 'd' alternatives which described his feeling at the moment best. When he was unable to select 'a' or 'd' alternative, then only he/ she selected 'b' or 'c' alternative. When completed all 96 statements, the answer sheet and test booklet was collected from him/ her.

METHODOLOGY:

The tool, 'Eight State Questionnaire (8SQ)' was designed specifically for measuring eight important emotional states and moods (Cattell, 1972). Both forms of the 8SQ contain 96 items, 12 of which measure each state. The test may be administered individually or in a group. The test was constructed to be used with adults and adolescents of approximately 16 years of age or above. As to educational level, it uses 'newspaper' English and demands about an eighth grade reading comprehension level. It is not designed, as yet, for really low educational levels or sub-groups unassimilated into the American culture. On the other hand, a deliberate choice of language has been observed to make the test equally appropriate for various English speaking groups such as the British and Australians.

Tools:

1. 8 State Questionnaire (8SQ) developed by Kapoor and Bhargav
2. Answer Sheet
3. Scoring Key
4. Manual

Description of the Test: Present questionnaire developed by Kapoor and Bhargav. There are 96 items in this questionnaire. Each item has four alternatives. The reliability and validity of each scale is very high. The test consists of eight scales – anxiety, Stress, Depression, Regression, Fatigue, Guilt, Extraversion and Arousal. Each scale comprises 12 items per statement.

Scoring: Each question on the 8SQ has four options and is scored either 0, 1, 2, or 3. The score of each item contributes is only on factor total. Since there are 12 items on each form, the highest possible raw score is 36. Answer sheets can be either hand scored with a stencil key or machine scored. Hand scoring is accomplished easily and rapidly with a key. Each item is scored 3, 2, 1 or 0. The high scoring direction is indicated by the letter 'a' or 'd'. If the letter is 'a' the 'a'

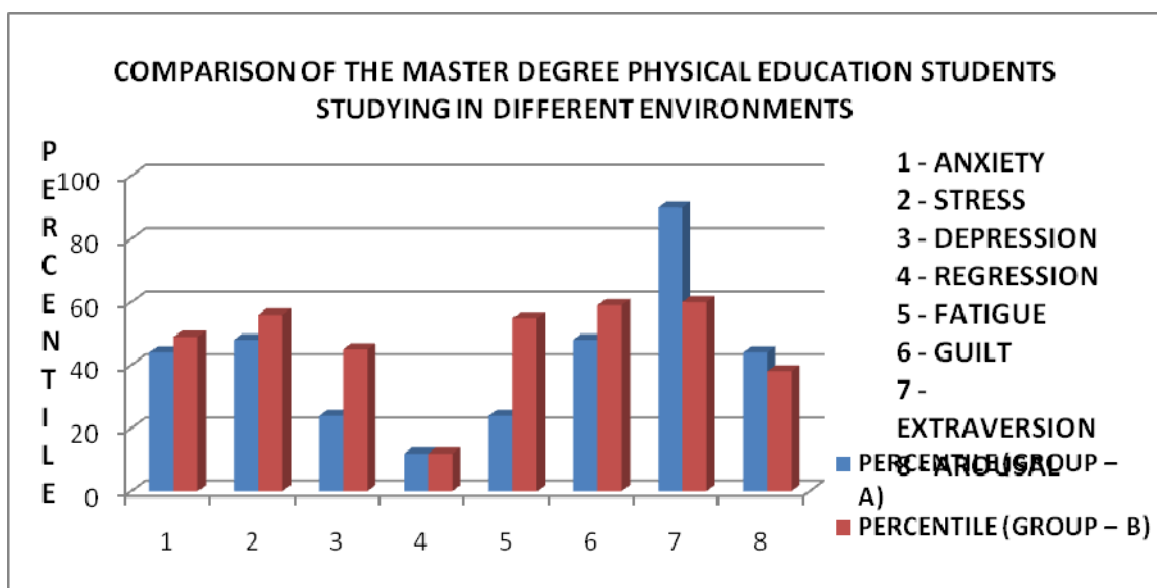
response is scored 3, the 'b' response is scored 2 and the 'c' response is scored 1, if the response is scored 2 and the 'b' response is score 1.

FINDINGS:

Table: exhibiting the factors of emotion along with the raw scores, sten scores and their percentiles comparing group – A and group - B

FACTOR	RAW SCORE		STEN SCORE		PERCENTILE	
	(GROUP – A)	(GROUP – B)	(GROUP – A)	(GROUP – B)	(GROUP – A)	(GROUP – B)
ANXIETY	11	13	6	7	44	49
STRESS	14	17	5	6	48	56
DEPRESSION	09	16	4	7	24	45
REGRESSION	01	01	1	1	12	12
FATIGUE	08	16	4	7	24	55
GUILT	07	13	5	6	48	59
EXTRAVERSION	24	15	8	5	90	60
AROUSAL	22	16	6	5	44	38

Graph: exhibiting the comparison of the 8 emotional states of the masters degree physical education students getting education in different environmental conditions



(1) **Anxiety:** the factor of anxiety among the Group-A is found to be 44 whereas the anxiety among the Group-B students is found to be 49, hence it can be said that the anxiety factor is found little higher in the Group-B than in Group-A.

(2) **Stress:** the factor of stress among the Group-A is found to be 48 whereas the stress among the Group-B students is found to be 56, hence it can be said that the stress factor is found little on higher side in the Group-B than in Group-A.

(3) **Depression:** the factor of Depression among the Group-A is found to be 24 whereas the Depression among the Group-B students is found to be 45, hence it can be said that the Depression factor is found more in the Group-B than in Group-A.

(4) **Regression:** the factor of Regression among the Group-A is found to be 12 whereas the Regression among the Group-B students is found to be 12, hence it can be said that the Regression factor is found equal in both the Group-A and in Group-B.

(5) Fatigue: the factor of Fatigue among the Group-A is found to be 24 whereas the Fatigue among the Group-B students is found to be 55, hence it can be said that the Fatigue factor is found more than double in the Group-B than in Group-A.

(6) Guilt: the factor of Guilt among the Group-A is found to be 48 whereas the Guilt among the Group-B students is found to be 59, hence it can be said that the Guilt factor is found higher in the Group-B than in Group-A.

(7) Extraversion: the factor of Extraversion among the Group-A is found to be 90 whereas the Extraversion among the Group-B students is found to be 60, hence it can be said that the Extraversion factor is found higher in the Group-A than in Group-B.

(8) Arousal: the factor of Arousal among the Group-A is found to be 44 whereas the Arousal among the Group-B students is found to be 38, hence it can be said that the Arousal factor is found little higher in the Group-A than in Group-B.

CONCLUSION:

The percentile figures shows that out of the above eight factors of emotion or mood it is found that the first six factors of emotion which are on the negation side are found more in the Group-B than in Group – A whereas the two positive emotions at optimum level are found better in Group – A than in Group – B. Hence from all the above results it can be concluded that environment matters a lot when it comes to learning which is totally dependent on the emotions or moods which is the outcome of the facilities and the environment of the class.

REFERENCES:

1. Kubis J. F. (1962) Cited in Smith, B. M. The polygraph, in Atkinson, R. C. (ed) Contemporary Psychology, San Francisco: Freeman, 347
2. Schachter, S. (1971) Emotion, obesity, and crime. N. Y.: Academic Press. 314, 350, 353
3. Speisman, J. C., Lazarus, R. S., Mordkoff, A. M., and Davidson, L (1964) Experimental reduction of stress based on ego-defense theory. Journal of Abnormal and Social Psychology, 68:367-80, 354.

(COMPLETE PAPER FOR THE INTERNATIONAL CONGRESS ON CONTEMPORARY ENRICHMENT IN PHYSICAL EDUCATION AND SPORTS SCHEDULED ON 10TH, 11TH AND 12TH JANUARY 2012 AT DEPARTMENT OF PHYSICAL EDUCATION, UNIVERSITY OF MUMBAI, MAHARASHTRA, INDIA)