

GENDER DIFFERENCES IN EMOTIONAL VALUE IN PHYSICAL EDUCATION STUDENTS: A PILOT STUDY

Ramakant D. Bansode¹, Dr. Vandana Singh²

College of Veterinary & Animal Sciences, Udgir (Maharashtra)¹

Patna Women's College, Patna (Bihar)²

Abstract: The purpose of the study was to determine the gender differences in emotion in Physical Education students. In all, 50 male Physical Education students and 35 female Physical Education students during the academic year 2021-22 selected as a sample size for the study. The Emotional Value **measure** through self design questionnaire. The result reveals that only significant differences were found in Emotional Value between male and female physical education students. Physical education students was found to have got more emotional value.

INTRODUCTION

As per the Centers for Disease Control and Prevention, Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. The word "emotion" was coined in the early 1800s by Thomas Brown and it is around the 1830s that the modern concept of emotion first emerged for the English language (Smith, 2015). "No one felt emotions before about 1830. Instead they felt other things – 'passions', 'accidents of the soul', 'moral sentiments' – and explained them very differently from how we understand emotions today (Smith, 2015). Gender refers to the social roles of men and women, which usually have a profound effect on the use and management of natural resources. Gender is not based on sex, or the biological differences between men and women. Gender is shaped by culture, social relations, and natural environments. In accordance with popular beliefs, there is some evidence that in the domain of emotional expression, women display more emotion than men (Brody, 1997). The girls' emotions, the male are expected to indicate less of these tender emotions, and they are allowed to express "externalizing" emotions such as anger, contempt, and disgust more than female. There are several research studies have shown significant gender differences in the expression of emotion in adulthood in the US and several Western countries, with women showing greater emotion expression overall (Brody & Hall, 1993; Kring & Gordon, 1998), in fact females are more sensitive to facial emotions in comparison with males. It has been shown that factors related to emotions, knowledge of emotions, emotional control, and emotional self-regulation are involved in the way organizations function (Wagstaff et al., 2012b; Didymus and Fletcher, 2017). Emotions are mental states brought on by neurophysiological changes, variously associated with thoughts, feelings, behavioural responses, and a degree of pleasure or displeasure (Panksepp, Jaak 2005).

Methods

In all, 50 male Physical Education students and 35 from female Physical Education students during the academic year 2021-22 selected as a sample size for the study. The data was collected from the physical education colleges and varsity in Nanded region. Instructions were given to the students before filling these questionnaires by the Researcher or Research Assistant

Demographic information

The demographic information was collected through respondents in the form of different descriptive tests. The demographic information about, age, sex, daily smoking etc. was obtained before seeking responses.

Consent form

This form was formatted in English language & give to all participants of this study. The written consent will be taken from each subject before screening procedure.

Reaction to stressors

For assessment of Emotional aspect, self design questionnaire) was used. The inventory reflected students' life stress experiences. The reliability of the questionnaire was 0.88

Data processing:

The collected data was analyzed as a whole. The data was checked for accuracy and completeness and was coded and put up into the SPSS Descriptive statistics for all studied variables, t-test , was considered statistically technique throughout the study and the level of significant was set-up at 0.05 level.

Results of the study

The results concerning this are presented in the form of tables. For the sake of convenience and methodical presentation of the results, following order has been adopted

Table – 1 Morphological Characteristics of Male Physical Education students

Sr. No.	Components	Means Scores	Standard Deviations
1.	Age (Year)	22.12	5.34
2.	Weight (Kg)	72.67	11.34
3.	Height (cm)	171.57	16.78

Table-1, shows that the mean scores and standard deviations of male physical education students. Mean Score (S.Ds.) age of male physical education students was 22.12 (5.34) years, mean score (S.Ds.) weight was 72.67 (11.34) Kg., mean score (S.Ds.) height was 171.57 (16.78) cm.,

Figure-1, illustrate that the mean scores and standard deviations of male physical education students

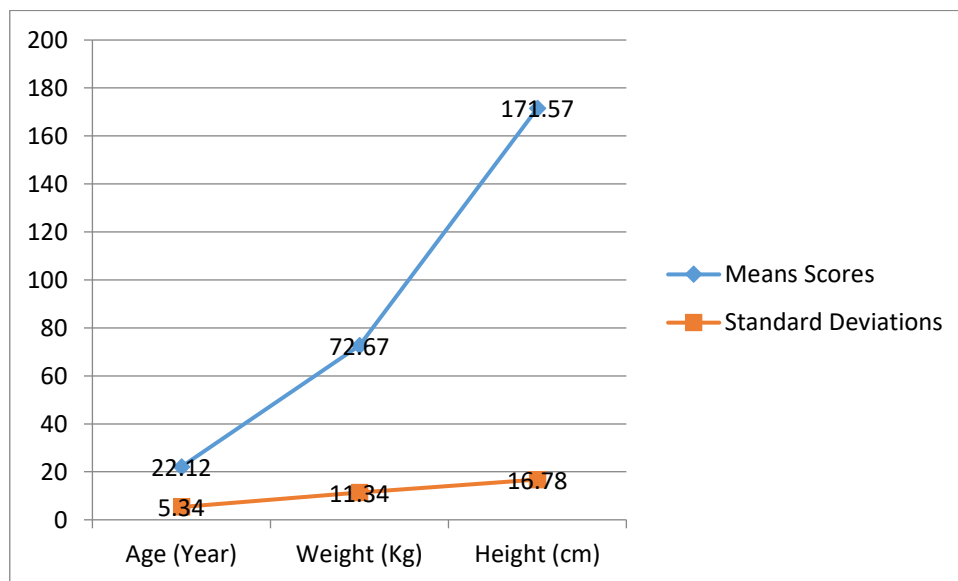


Table – 2 Morphological Characteristics of Female Physical Education students

Sr. No.	Components	Means Scores	Standard Deviations
1.	Age (Year)	21.34	5.18
2.	Weight (Kg)	61.56	8.67
3.	Height (cm)	153.67	11.78

Table-2, shows that the mean scores and standard deviations of female physical education students. Mean Score (S.Ds.) age of female physical education students was 21.34 (5.18) years, mean score (S.Ds.) weight was 61.56 (8.67) Kg., mean score (S.Ds.) height was 153.67 (11.78) cm.

Figure-2, shows that the mean scores and standard deviations of female physical education students

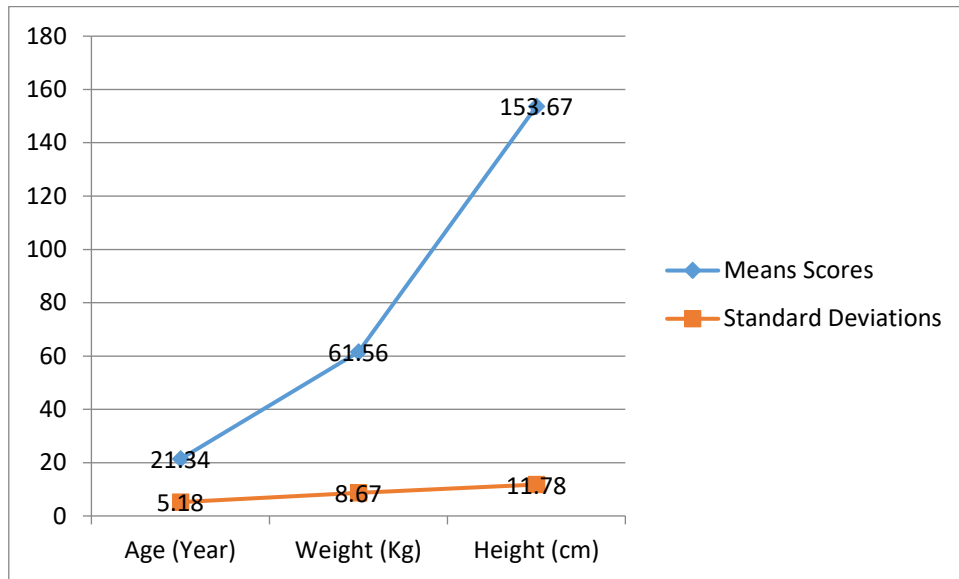
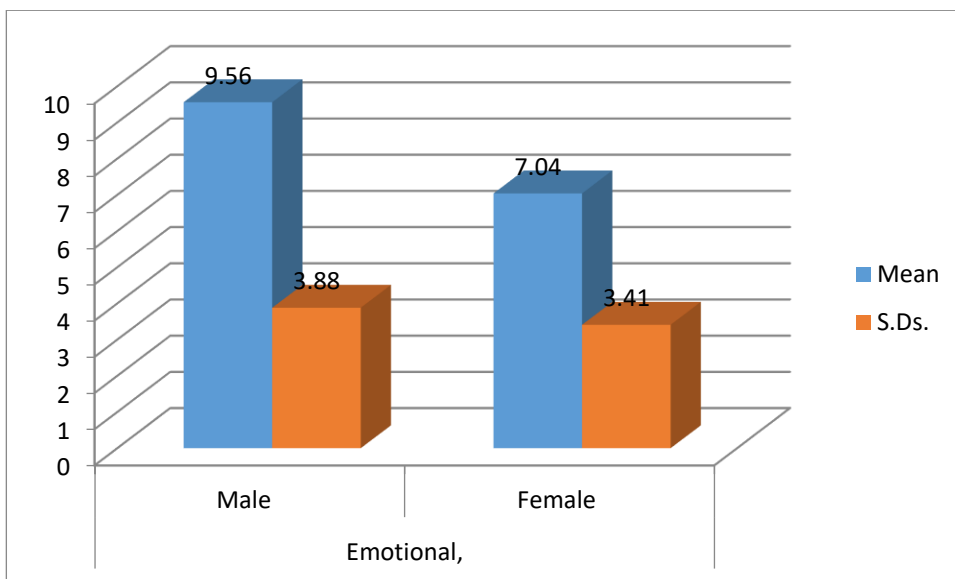


Table-3 Mean scores, Standard deviation and t-ratios of Emotional, components of Reactions to Stressors of Male and Female Physical Education students

Components	Students	Number	Mean	S.Ds.	t-ratios
Emotional,	Male	50	09.56	3.88	P<.05
	Female	35	7.04	3.41	

Table-1 Shows the Mean scores, Standard deviation and t-ratios of Emotional aspect of Male and Female Physical Education students.

Figure -1 illustrates the Mean scores and Standard deviation of Emotional aspect of Male and Female Physical Education students.



DISCUSSION

The word "emotion" dates back to 1579, when it was adapted from the French word *émouvoir*, which means "to stir up". The term emotion was introduced into academic discussion as a catch-all term to passions, sentiments and affections (Dixon & Thomas 2003.). With respect to Emotional components of Reactions to Stressors the mean scores obtained 09.56 to male physical education students and the mean scores 7.04 obtained to female physical education students. Similarly, the standards deviation 3.88 obtained by the male physical education students and 3.41 standard deviation obtained by the female physical education students for Emotional components of Reactions to Stressors. The results reveal the significant difference of Emotional components of Reactions to Stressors between male and female physical education students. The findings of the study shows the male physical education students was found to have got more Emotional aspect as compare to Female physical education students. Positive emotions such as enjoyment, hope, and pride were positively associated with student effort, self-regulation and more elaborated learning strategies, whereas anger, shame, anxiety and boredom have been associated with lower performances and more external regulation (Pekrun et al., 2011). In the US and in many Western cultures, girls are expected to display greater levels of most emotions, particularly positive emotions such as happiness, and internalizing negative emotions, including sadness, fear, anxiety, shame, and guilt (Brody & Hall, 2008).

The physical education students are mostly Athletes and Athletes, as well as supporters, can experience many emotions, including joy, sadness, anger, fear, anxiety, shame or guilt, and pride. Most emotion theorists argue that emotions have the power to motivate and regulate cognitions and behaviors in sport. Emotion is a central feature of many sporting events. Athletes, as well as supporters, can experience many emotions, including joy, sadness, anger, fear, anxiety, shame or guilt, and pride. Most emotion theorists argue that emotions have the power to motivate and regulate cognitions and behaviors in sport. (<http://psychology.iresearchnet.com/sports-psychology/sports-emotions/>)m The investigator of the study suggested that the more study need to conduct further on male and female Physical Education students.

REFERENCES

- [1]. Brody LR, Hall JA. Gender and emotion in context. In: Lewis M, Haviland-Jones JM, Barrett LF, editors. Handbook of emotions. 3rd The Guilford Press; New York, NY: 2008. pp. 395–408. [Google Scholar].
- [2]. Brody LR, Hall JA. Gender and emotion. In: Lewis M, Haviland JM, editors. Handbook of emotions. Guilford Press; New York, NY: 1993. pp. 447–460. [Google Scholar]
- [3]. Centers for Disease Control and Prevention. School health guidelines to promote healthy eating and physical activity. *MMWR*. 2011;60(RR05):1–76.
- [4]. Didymus, F. F., and Fletcher, D. (2017). Effects of a cognitive-behavioral intervention on field hockey players' appraisals of organizational stressors. *Psychol. Sport Exerc.* 30, 173–185. doi: 10.1016/j.psychsport.2017.03.005
- [5]. Kring AM, Gordon AH. Sex differences in emotion: Expression, experience, and physiology. *Journal of Personality and Social Psychology*. 1998;74:686–703. doi:10.1037/0022–3514.74.3.686. [PubMed] [Google Scholar]
- [6]. Milkie, M. A., & Thoits, P. A. (1993). Gender differences in coping with positive and negative experiences. Unpublished manuscript, Indiana University.
- [7]. Misra R, McKean M. (2000) College students' academic stress and its relation to their anxiety, time management and leisure satisfaction. *Am J Health Studies*. 16: 41–51.
- [8]. Panksepp, Jaak (2005). *Affective neuroscience: the foundations of human and animal emotions* ([Reprint] ed.). Oxford [u.a.]: Oxford Univ. Press. p. 9.
- [9]. Pekrun, R., Goetz, T., Frenzel, A. C., Barchfeld, P., and Perry, R. P. (2011). Measuring emotions in students' learning and performance: the achievement emotions questionnaire (AEQ). *Contemp. Educ. Psychol.* 36, 36–48. doi: 10.1016/j.cedpsych.2010.10.002
- [10]. Sherwin BB. Estrogen and Cognitive Functioning in Women. *Endocrine Reviews*. 2003;24(2):133–51. [PubMed] [Google Scholar]
- [11]. Singh A & Shekhar (2013) Prevalence of depression among Physical Education students of a private Physical Education college in India. *Online J Health Allied Scs*, 2010; 9(4): 8.
- [12]. Smith TW (2015). *The Book of Human Emotions*. Little, Brown, and Company. pp. 4–7.
- [13]. Wagstaff, C. R. D., Fletcher, D., and Hanton, S. (2012b). Positive organizational psychology in sport: an ethnography of organizational functioning in a national sport organization. *J. Appl. Sport Psychol.* 24, 26–47. doi: 10.1080/10413200.2011.589423
- [14]. Zaidi ZF. Gender Differences in Human Brain: A Review. *The Open Anatomy Journal*. 2010;2:37–55. [Google Scholar]