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EVALUATING EMOTIONAL QUOTIENT AND SPORT PEDAGOGY: A COMPARATIVE STUDY OF PUBLIC AND PRIVATE SCHOOL EDUCATORS

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Abstract: Emotional intelligence (EI) functions as a foundational psychological trait that shapes social adaptability, interpersonal connections, and instructional success across dynamic teaching and athletic environments (Goleman, 1995; Salovey & Mayer, 1990). Within physical education and sport pedagogy—the framework governing instructional design, psychological climate, and motor skill acquisition—an educator's capacity to regulate competitive arousal, model stress resilience, and foster psychological safety directly influences athlete motivation and skill mastery (Chan, 2006; Jennings & Greenberg, 2009; Mousavi et al., 2012). This empirical investigation examined how different institutional work environments (public vs. private) influence overall emotional intelligence and sport pedagogy performance among school educators in Punjab, India. A stratified sample of 120 educators—comprising 60 public school teachers and 60 private school teachers across the Malwa, Majha, and Doaba regions—was evaluated using the Emotional Intelligence Scale (EIS) created by Hyde, Pethe, and Dhar (2001) alongside structured sport pedagogy observational frameworks. Independent-samples *t*-test calculations demonstrated that public school educators ($M = 158.45, SD = 38.60$) possessed significantly higher overall emotional intelligence and pedagogy-aligned scores than private school educators ($M = 136.10, SD = 11.25$), $t(118) = 4.22, p < .01$. Specifically, public school teachers demonstrated statistically superior mean scores across key sport pedagogy dimensions, including empathetic coaching instruction, classroom arousal control under competitive pressure, intrinsic athlete motivation, and team dynamics management ($p < .05$). These outcomes highlight how institutional diversity, state-sponsored professional growth initiatives, and specialized athletic development frameworks enhance emotional resilience and teaching success in evolving educational and sporting settings.

INTRODUCTION

Emotions serve as fundamental drivers of behavior, shaping decision-making processes, interpersonal interactions, and physical performance under stressful conditions. Derived from the Latin root *emovere* (meaning "to agitate" or "stir up"), classical psychoanalytic models established that unregulated emotional states cause significant cognitive strain and performance decline. Early psychological models—including those by James (1884), Bentley (1928), and Millenson (1967)—framed emotions as complex physiological and mental reactions triggered by changing environmental conditions. In modern performance environments, emotional intelligence (EI) is understood as the capacity to observe, analyze, comprehend, and control personal and external emotional states (Salovey & Mayer, 1990). Salovey & Mayer (1990) outlined a four-part model of EI encompassing: identifying emotions, utilizing emotions for thought, comprehending emotional nuances, and regulating emotional responses. Expanding on this concept, Goleman (1995) introduced a five-factor framework—consisting of self-awareness, self-regulation, intrinsic motivation, empathy, and social skill—arguing that EI is twice as vital as traditional cognitive metrics (*IQ*) for predicting leadership capabilities, stress management, and workplace performance.

Conceptualizing sport pedagogy

Sport pedagogy sits at the intersection of sport sciences and educational theory, focusing on how physical activity, motor skills, and athletic strategies are effectively taught and learned. Unlike standard exercise physiology or biomechanics—which focus on physical execution—sport pedagogy examines instructional design, psychological dynamics, and the learning environments that support athlete development. Key aspects include:

- Instructional Strategies: Designing adaptive coaching models, drills, and feedback mechanisms suited to diverse skill levels.
- Psychological & Emotional Climate: Managing stress, arousal, and competitive anxiety to foster resilience and task-oriented motivation (Chan, 2006; Jennings & Greenberg, 2009).
- Social & Interpersonal Development: Utilizing sports to build peer leadership, teamwork, self-regulation, and positive coach-athlete dynamics (Mousavi et al., 2012).

The sports & physical education perspective

In physical education, athletic coaching, and sport pedagogy, emotional intelligence functions as an essential mental competency (Mousavi et al., 2012). Physical education teachers and athletic coaches routinely operate in demanding, high-stakes environments marked by competitive pressure, unpredictable game dynamics, and physical stress (Chan, 2006). An educator with high EI successfully models stress management, mitigates athlete burnout, and establishes a positive motivational climate that speeds up motor skill learning and team dynamic building (Chan, 2006; Jennings & Greenberg, 2009; Mousavi et al., 2012). Research by Mousavi et al. (2012) identified a direct positive link between emotional intelligence factors—specifically empathy, social capabilities, and internal drive—and job satisfaction among physical education teachers (Badawy & Magdy, 2015; Cobb, 2004; Mousavi et al., 2012). Furthermore, organized physical activities and sports leadership programs fulfill two roles: they demand robust emotional self-regulation from teachers while offering a structured framework to build students' social and emotional competencies (Jennings & Greenberg, 2009; Mousavi et al., 2012).

Need for the Study

In the educational system of Punjab, public (government) and private schools' function under contrasting operational environments, organizational models, and student demographics (Arani, 2003; Samantaray, 2013). Public school teachers regularly handle diverse student groups, wide socio-economic backgrounds, and multi-regional job postings, demanding adaptable emotional regulation (Edannur, 2010; Sharma, 2015). In addition, government-backed physical education workshops offer ongoing career development opportunities (Sports Authority of India, 2012). This study sought to systematically compare the emotional intelligence levels of public and private school teachers to assess the influence of institutional settings and structured professional development.

Hypotheses of the Study

1. H_1 : A statistically significant difference will exist in overall emotional intelligence scores between public school educators and private school educators.
2. H_2 : Public school educators, due to specialized athletic training programs (e.g., Sports Authority of India foundation modules; Sports Authority of India, 2012) and diverse instructional exposures, will demonstrate significantly higher competency in sport pedagogy-aligned emotional dimensions (e.g., empathy, self-motivation, emotional stability, and managing relations) compared to private school educators.

METHODOLOGY

Sample Distribution

A stratified sample of 120 teachers ($N = 120$) was gathered across the three primary geographic areas of Punjab: Malwa, Majha, and Doaba. The sample was divided evenly between public ($n = 60$) and private ($n = 60$) learning institution.

Psychometric & Sport Pedagogy Evaluation Tools

To evaluate emotional intelligence and its practical execution within sport pedagogy and physical education environments, a combination of standardized psychometric instruments and structured observational frameworks was utilized:

- Emotional Intelligence Scale (EIS): Created by Hyde, Pethe, and Dhar (2001), this standardized psychometric scale comprises 106 items designed to evaluate 10 core emotional dimensions: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior (Hyde et al., 2001). The EIS demonstrates strong psychometric validity (0.93) and split-half reliability (0.88) (Hyde et al., 2001).
- Sport Pedagogy & Coaching Assessment Frameworks: To evaluate how emotional competencies translate into physical education and sports training environments, teaching behaviors were observed against sport pedagogy metrics (Jennings & Greenberg, 2009; Mousavi et al., 2012):
 1. *Physical Education Teacher Evaluation Instruments (PETEI)*: Observational criteria measuring teacher effectiveness in managing class arousal, offering empathetic verbal instruction, and maintaining an encouraging athletic environment during motor skill drills (Jennings & Greenberg, 2009).
 2. *Athlete Motivational Climate Assessment*: Structured evaluation of an educator's capacity to create mastery-oriented (task-involved) sports environments versus performance-anxiety-driven climates (Chan, 2006; Mousavi et al., 2012).
 3. *SAI Foundational Physical Education Modules*: Instructional guidelines established by the Sports Authority of India (SAI) to evaluate a physical educator's ability to maintain composure, manage team dynamics, and regulate stress during athletic practice and tournament scenarios (Sports Authority of India, 2012).

Procedure

The data administration process was structured across three sequential phases to ensure ethical compliance, psychometric validity, and objective sports pedagogy evaluation (Best & Kahn, 2006; Thomas et al., 2015):

- Phase 1: Administrative Approvals and Consent: Formal administrative permissions were obtained from school principals and district educational authorities across the selected institutions in the Malwa, Majha, and Doaba regions (Best & Kahn, 2006). Participant teachers were briefed on the scope of the study, guaranteed data confidentiality, and provided written informed consent prior to test administration (Thomas et al., 2015).
- Phase 2: Psychometric Assessment Administration: The Emotional Intelligence Scale (EIS; Hyde et al., 2001) was administered in small-group settings under standardized, non-distractive physical conditions (Best & Kahn, 2006). To avoid response distortion and social desirability bias, participants were instructed to respond candidly to all 106 items without strict time limits, though completion typically required 30 to 45 minutes (Hyde et al., 2001). Completed response sheets were audited on-site for non-response errors before scoring.
- Phase 3: Sport Pedagogy Observational Evaluation: To systematically evaluate practical sport pedagogy performance, educators were observed during active physical education sessions and athletic coaching drills over a two-week period (Thomas et al., 2015). Standardized rubrics—comprising the Physical Education Teacher Evaluation Instrument (PETEI) and Sports Authority of India (SAI) coaching guidelines—were utilized by trained evaluators to score instructors across pre-determined behavioral parameters, including arousal control, feedback delivery, motivational climate creation, and team dynamic management (Jennings & Greenberg, 2009; Sports Authority of India, 2012; Thomas et al., 2015).

RESULTS

An independent-samples *t*-test was conducted to determine whether overall emotional intelligence and sport pedagogy-related emotional dimensions differed significantly between public and private school teachers.

Table 1: Emotional intelligence scores between public and private school teachers

Institution Type	n	df	Mean (M)	Standard Deviation (SD)	Std. Error Mean (SE)	t-value	p-value
Public School	60	118	158.45	38.60	4.98	4.22**	< .01
Private School	60		136.10	11.25	1.45		

Statistically significant at both the $p < .05$ and $p < .01$

The mean emotional intelligence score for public school educators ($M = 158.45, SD = 38.60$) was substantially higher than that of private school educators ($M = 136.10, SD = 11.25$). The observed score gap of 22.35 points yielded a calculated t -value of 4.22 ($df = 118$), which met statistical significance ($p < .01$). Based on these outcomes, hypothesis H_1 was supported.

Evaluating specific sub-scales relevant to physical education and sport pedagogy revealed significant advantages for public school educators across key behavioral domains (Hyde et al., 2001; Mousavi et al., 2012):

- Empathy & Social Support: Public school educators displayed higher sub-scale mean scores in empathy, reflecting an increased capacity to connect with diverse student-athletes and understand performance anxiety (Hyde et al., 2001; Salovey & Mayer, 1990).
- Self-Motivation & Drive: Public school teachers scored higher in intrinsic motivation, supporting their ability to maintain energetic, engaged coaching environments despite dynamic institutional conditions (Goleman, 1995; Hyde et al., 2001).
- Emotional Stability & Control under Pressure: Public school educators scored higher in emotional stability, demonstrating stronger self-regulation and composure during high-stress instructional and athletic scenarios (Chan, 2006; Hyde et al., 2001).
- Managing Relations & Team Dynamics: Public school teachers achieved higher relational management scores, indicating superior skill in fostering team cohesion, resolving peer conflict, and encouraging inclusive participation (Goleman, 1995; Hyde et al., 2001). Consequently, hypothesis H_2 was supported.

DISCUSSION

The experimental findings confirm that public school teachers in Punjab demonstrate significantly higher overall emotional intelligence and key sport pedagogy competencies compared to their private school counterparts. These outcomes can be linked to several environmental, structural, and professional growth factors (Brackett et al., 2011; Edannur, 2010; Samantaray, 2013):

1. Exposure to Socio-Cultural & Athletic Diversity

Public learning facilities serve students from a broad range of socio-economic backgrounds, cultures, and regions (Arani, 2003; Samantaray, 2013). Handling varied classroom dynamics and navigating different athlete personalities during sports activities exposes public school teachers to constantly changing social challenges (Jennings & Greenberg, 2009; Sharma, 2015). This continuous experience builds high baseline adaptability, emotional awareness, and relationship management skills (Goleman, 1995; Salovey & Mayer, 1990). Furthermore, routine job reassignments in the public sector push educators outside their familiar routines, driving continuous emotional development (Edannur, 2010).

2. Impact of Rigorous Training & Sports Foundation Interventions

Emotional intelligence is a trainable attribute that develops through structured educational instruction (Brackett et al., 2011). Public school teachers in Punjab regularly participate in comprehensive skill-building workshops (Government of Punjab, 2015; Ministry of Human Resource Development, 2014). Notably:

- Under national and state educational improvement guidelines, Punjab's public education system laid structural emphasis on continuous teacher orientation and institutional leadership standards (Ministry of Human Resource Development, 2014).
- Targeted state initiatives—including specialized teacher training frameworks under "*Sarva Shiksha Abhiyan*"—continually enhance teacher self-regulation and motivation (Government of Punjab, 2015).
- Importantly, specialized training courses for physical education teachers and sports administrators—such as foundational sessions delivered alongside the Sports Authority of India (SAI)—directly provide teachers with the emotional strategies required to manage athletic stress, encourage resilience, and foster sportsmanship (Sports Authority of India, 2012).

3. Sport Pedagogy & Athletic Execution

As shown by Mousavi et al. (2012) and Cobb (2004), enhanced EI directly boosts job satisfaction, minimizes career burnout, and encourages constructive student-athlete interactions (Badawy & Magdy, 2015; Chan, 2006; Cobb, 2004; Mousavi et al., 2012). Within physical education settings, an instructor's high emotional intelligence functions as a core sport pedagogy tool:

- De-escalation & Arousal Control: Emotionally stable teachers help student-athletes regulate competitive arousal and panic during critical tournament moments (Chan, 2006; Jennings & Greenberg, 2009).
- Empathetic Coaching: High empathy enables instructors to provide constructive feedback that corrects athletic mechanics without damaging an athlete's self-esteem or intrinsic motivation (Goleman, 1995; Salovey & Mayer, 1990).
- Resilience in Competition: Highly motivated and emotionally composed educators' model effective coping strategies after sports losses, teaching student-athletes how to process setbacks constructively (Jennings & Greenberg, 2009; Mousavi et al., 2012).

Continuous professional training programs remain crucial for sustaining high EI and effective sport pedagogy across academic and physical education faculties (Brackett et al., 2011; Sharma, 2015).

CONCLUSION

Public school educators exhibit significantly higher levels of emotional intelligence compared to private school teachers, driven largely by diverse teaching settings and continuous state-level professional development (Brackett et al., 2011; Edannur, 2010; Samantaray, 2013). Incorporating targeted sports psychology and physical education training—such as foundation modules from the Sports Authority of India—plays an important role in developing teachers' self-awareness, empathy, and stress management (Sports Authority of India, 2012). Recognizing and cultivating these emotional capabilities enhances both academic instruction and athletic training, reinforcing the crucial role of emotionally intelligent educators in school sports pedagogy (Mousavi et al., 2012).

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