

A Study on Emotional Intelligence of Professional and Non-Professional Postgraduate Students

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ABSTRACT

A study has been conducted on emotional intelligence of professional and non-professional PG students. There are 04 objectives and 03 hypotheses framed in the study. The total sample selected for the study was 240 among which 120 was from professional PG students and 120 was from non-professional students. The sample was drawn from various higher education institutions of Kashmir Valley through stratified random sampling. Self-constructed and standardized questionnaire on emotional intelligence was used for the study. The study concluded that Professional PG students have higher emotional Intelligence than the non-professional PG students. The study also found that female PG students possess significantly better emotional intelligence than male PG students. However, no significant difference was found on the basis of rural and urban dichotomy.

Key words: *Emotional Intelligence; Professional Students; non-professional Students;*

INTRODUCTION

Emotional Intelligence refers to the ability to perceive, understand, and manage one's own emotions and the emotions of others. It involves being able to identify and express one's own feelings appropriately, as well as being able to recognize and respond to the emotions of others in a constructive manner. Research has shown that individuals with high EI tend to have better social skills, are more effective communicators, and are better at managing stress

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and conflict. They are also more likely to be successful in their personal and professional lives, as they are better able to form positive relationships, work collaboratively with others, and navigate difficult situations.

People with high emotional intelligence are better at recognizing their own emotions and managing them effectively. This means they are less likely to be overwhelmed by negative emotions and are better able to regulate their behavior. EI can be developed through various methods, such as practicing self-awareness, managing emotions, developing empathy, and improving social skills. People with high EI are better at recognizing and responding to the emotions of others, which can lead to more effective communication and better relationships. They are also more likely to be able to convey their own emotions in a clear and constructive way. EI can help individuals make better decisions, as it allows them to consider not only the facts of a situation but also the emotions involved. This can lead to more well-rounded and thoughtful decisions. People with high emotional intelligence tend to have stronger and more positive relationships with others, as they are better able to empathize, communicate effectively, and manage conflict.

Research in emotional intelligence (EI) has been extensive over the past few decades, with many studies investigating the relationship between EI and various aspects of human behaviour and performance. Hence, research in emotional intelligence has demonstrated that this construct is an important factor in many areas of human behavior and performance, and that developing emotional intelligence skills can have positive effects in many aspects of our lives.

Emotional intelligence (EI) is very important for both professional and non-professional students, as it has an impact on their academic success, personal relationships, and overall wellbeing.

Professional students, such as those in law, medicine, or business programs, may be exposed to high pressure, competitive environments, which can impact their EI. They may face stressors related to academic demands, professional expectations, and balancing work and personal responsibilities. However, professional students may also receive specialized training and have access to resources that can support their emotional intelligence development, such as communication and leadership training.

Non-professional students, such as those in liberal arts, social sciences, or education programs, face different stressors related to academic expectations, relationships, and personal growth. They may have more opportunities to explore their emotions and develop empathy, which can positively impact their EI. However, non-professional students may not have the same level of access to resources and training to support their emotional intelligence development.

Thus, the EI of professional and non-professional students can be impacted by a variety of factors, including individual circumstances, stressors, and access to resources and training. It is important for all students to prioritize their emotional wellbeing, develop self-awareness, and cultivate skills related to emotional regulation, empathy, and communication, in order to enhance their academic success, personal relationships, and overall wellbeing.

REVIEW O F THE RELATED LITERATURE

Various studies have been conducted on emotional intelligence in which its interaction with academic achievement has been researched. *Esin, Ozer* conducted a research study in 2021 on the relationship between girt and emotional intelligence of university students and found that there exists a significant and constructive correlation between girt and emotional intelligence. *Al-Qadri and Hasan Abdo* in 2021 also worked on the emotional intelligence and the academic achievement of students. They also found a significant positive relationship between emotional intelligence and academic achievement. *Meher and others* in 2021 analysed emotional intelligence and academic performance of teacher trainees. They also reported that a significant relation exists between the two variables. *Kant Ravi* in 2019 co ducted a study on Emotional intelligence of university students and concluded that no significant difference was found between the emotional intelligence of UG and PG students but it as a significant impact on academic achievement. *Usan S, Pablo S. B., and Carlo* in 2019 conducted a study on adolescents and their academic performance, emotional intelligence and engagement and found a significant relation between academic performance and engagement. *Bhat M.S. and Qurat S.* in 2018 conducted a study on professional and non-professional students and found a significant difference in psychological problems between the two groups. Another study was carried out by *Pope, Debbie, Roper, Claire, Qualter and Pamela* in 2012 on the influence of educational intelligence on academic progress of university students and concluded that EI training is

essential in all higher education institutions. One more study was conducted by *Kamal K.M.* in 2016 on EI among rural and urban people and found that there exists a significant difference between the two groups on EI. Another study conducted by *Meshkat M.* in 2017 on does EI depend on Gender and found that male possess more EI than the female undergraduate students. Another study was conducted by *Bhat M.S. and Mir S.A.* on emotional intelligence and perceived stress. The researchers have concluded that female students have significantly higher emotional intelligence that of male students. One more study was conducted by Bhat M.S. in which he compared regular and distance learners on emotional maturity and concluded that distance Learners have more emotional regression than Regular Students.

SIGNIFICANCE OF THE STUDY

Research on emotional intelligence (EI) is significant for several reasons. EI research can help us better understand why people act the way they do, and how emotions play a role in shaping behavior. Research on EI can inform the development of interventions aimed at improving emotional intelligence skills. These interventions can be used to help individuals and groups develop skills such as emotional regulation, empathy, and social skills. Research on EI can help identify best practices for teaching and developing emotional intelligence skills, both in educational and workplace settings. EI research can help increase awareness and understanding of the importance of emotional intelligence skills in many areas of life, including personal relationships, mental health, and

workplace success. EI research can provide insights for policy-makers in areas such as education, healthcare, and workforce development, helping to guide the development of policies and programs aimed at improving emotional intelligence skills. Therefore, research on emotional intelligence is significant because it can help us better understand the importance of emotional intelligence skills in many aspects of life, and can inform the development of interventions and policies aimed at improving these skills. After reviewing the related literature no study was found in Kashmir Valley in which professional and non-professional students have been compared on emotional intelligence. To fill this research gap the investigator was prompted to take this investigation.

STATEMENT OF THE PROBLEM

The problem under investigation reads as under:

“A Study on Emotional Intelligence of Professional and Non-Professional Postgraduate Students”

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study.

1. To study and compare PG students on emotional intelligence (Gender wise, Program wise, and Locale wise).
2. To compare PG professional and non-professional students on emotional intelligence.
3. To compare PG students (male & female) on emotional intelligence.
4. To compare PG students (rural & urban) on emotional intelligence.

HYPOTHESES OF THE STUDY

1. There is no significant difference between emotional intelligence of professional and non professional students.
2. There is no significant difference between emotional intelligence of male and female students.
3. There is no significant difference between emotional intelligence of urban and rural students.

OPERATIONAL DEFINITIONS OF VARIABLES AND TERMS

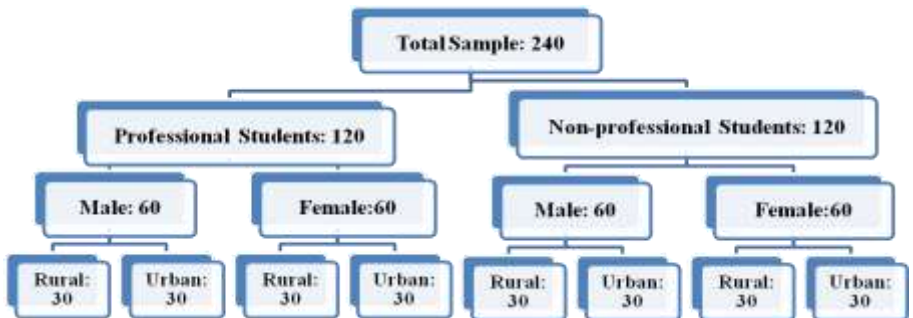
Emotional Intelligence: In this study emotional intelligence means the scores obtained by the sample subjects on self-constructed and standardized emotional intelligence scale. The scale has total 13 items. The scale is of five point scale ranging from 01 to 05 score for each item. The validity of the scale is .89 and the reliability .74.

Professional Students: Professional Students are those students who are enrolled in various higher education institutions of Kashmir Valley and are pursuing PG professional programmes (law, engineering, computer science, management, tourism management, teaching and medicine).

Non-professional Students: Those students who are enrolled in various higher education institutions of Kashmir Valley and are pursuing post graduation in non-professional programmes (political science, economics, sociology, psychology, history, education, physics and biology).

SAMPLE OF THE STUDY

For the present study, 240 sample units were selected from various higher education institutions of Kashmir Valley. Keeping in view the nature of the population, the selection of the sample was done through stratified random sampling. Among 240 sampling units, 120 are from professional and 120 from non-professional programmes. The sampling frame is given below:



Tool Used for the Study

The investigator has used self-constructed emotional intelligence scale. The scale has been standardized on higher education students of Kashmir Valley from the age group of 20-24 years. The scale has in total 13 items. The scale is five-point Likert scale ranging from 01 to 05 score for each item. There are 04 negative items having reverse scoring. The validity of the scale is .89 and the reliability .74.

Table 1: Showing the levels of emotional intelligence of post-graduate students (professional and non-professional).

Levels of EI	Number of Students							%age
	Professional	Non-Professional	Male	Female	Rural	Urban	Total	
High EI	62	61	53	72	56	67	123	51.25
Average EI	42	37	39	40	44	35	79	32.92
Low EI	16	22	28	08	20	18	38	15.83
Total	120	120	120	120	120	120	240	100%

The table 01 shows the levels of emotional intelligence of professional and non-professional PG students. The table reveals that 51.25 percent students possess high emotional intelligence and 32.92% possess average level of emotional intelligence. The table also depicts that 15.83% PG students possess low level of emotional intelligence. This table reflects that professional students fall on the higher levels of emotional intelligence than non-professional ones. The table also highlights that female students are also on the higher levels of EI than male ones and same is the case with urban students. Thus the objective No.01 has been realized.

Table 02: Showing the mean difference between professional and non-professional PG students on Emotional Intelligence (n: 240).

Students	Mean	SD	t-value	Level of Sig.
Professional	49.14	6.16	2.26	Significant at 0.05 level
Non-Professional	47.91	5.30		

The table 02 shows the mean difference between professional and non-professional PG students. The table reflects that the mean of professional students has been recorded 49.14 and for non-professional students it was calculated as 47.91. The SD for professional students is 6.16 and for non-professional the SD was recorded 5.30. The t-value calculated is recorded as 2.26 which depict a significant difference between the two groups at 0.05 level. It indicates that professional PG students have more emotional intelligence than the non-professional PG students. *Thus, the objective 02 has been realised and the hypothesis No. 01 has been tested which stands rejected at 0.05 level.*

Table 03: Showing the mean difference between male and female PG students on Emotional Intelligence (n: 240).

Students	Mean	SD	t-value	Level of Sig.
Male	48.11	5.15	5.33	Significant at 0.01 level
Female	51.26	6.66		

The table 03 shows the mean difference between male and female PG students. The table reflects that the mean of male students has been recorded 48.11 and for female PG students it was calculated as 51.26. The SD for male PG students is 5.15 and for female the SD is 6.66. The t-value calculated is recorded as 5.33 which depict a significant difference between the two groups at 0.01 level. It indicates that female PG students have more emotional intelligence than the male PG students. *Thus, the objective 03 has been*

realised and the hypothesis No. 02 has been tested which stands rejected at 0.01 level.

Table 04: Showing the mean difference between rural and urban PG students on Emotional Intelligence (n: 240).

Students	Mean	SD	t-value	Level of Sig.
Rural	49.24	5.99	0.66	Insignificant
Urban	49.64	6.09		

The table 04 shows the mean difference between rural and urban PG students. The table reflects that the mean of rural PG students has been recorded 49.24 and for urban PG students it was calculated as 49.64. The SD for rural students is 5.99 and for urban PG students the SD was recorded 6.09. The t-value calculated is recorded as 0.66 which depict an insignificant difference between the two groups. It indicates that rural and urban PG students do not differ significantly. *Thus, the objective 04 has been realised and the hypothesis No. 03 has been tested which stands not rejected.*

MAJOR FINDINGS OF THE STUDY

From this research investigation following findings have been recorded.

1. Most of the PG students of Kashmir Valley (51.25) possess high emotional intelligence where as 32.92% have average level of emotional intelligence. Only

15.83% students fall in low level of Emotional intelligence.

2. Professional PG students of Kashmir Valley possess significantly higher emotional Intelligence that the non-professional PG students of Kashmir Valley.
3. Female PG students of Kashmir valley have significantly better emotional intelligence than their male class fellows.
4. The emotional intelligence of rural PG students of Kashmir Valley do not differ significantly with the emotional intelligence of urban PG students of Kashmir Valley.

DISCUSSION OF THE RESULT

Most of the PG student of Kashmir Valley falls in higher level of emotional intelligence as they get admitted through a proper entrance test in the programme. They are emotionally strong to handle the odd situations. Keeping in view the conflict situations most of these students are away from their homes and are accommodated in rented rooms or in university hostels which has added their safety and in turn help them to be emotionally intelligent. Their interaction with the fellows in the institution has taught them to be strong and take bold decisions.

Professional students are emotionally intelligence as they are well directed to their career goals. They choose their career early and follow their passion through it. They are also guided properly by their guardians as majority of them are from well off and educated families. They feel security in their education as they get easily adjusted in the society.

They have not to wait for the Govt. job only rather they open their business unit as and when they are graduated from the university which is not the case with the non-professional PG students.

Female PG students of Kashmir Valley possess more emotional intelligence than male ones. Due to conflict, male students are tenser than the female students which have impacted on the emotional aspect of their life. The insecurity of job and other social pressures have also played their role among male students and disturbed their emotional aspects and this study is in line with the study conducted by Bhat M.S. and Mir S.A. However, contradicts with the study conducted by *Meshkat M.* in 2017 who concluded that male possess more Emotional intelligence. There has not been any difference between the rural and urban PG students of Kashmir Valley.

EDUCATIONAL IMPLICATIONS

1. Those students who have high emotional intelligence concentrate more on studies and this study is very helpful for teachers to exhibit such type of behaviour inside the classroom which is suitable for all the students by which emotional aspects and bonds get strengthened. Teachers need to develop more communication skills among students which are essential for them to become more confident learners as better communication gives better emotional control.
2. Emotional intelligence is associated with more pro social behaviour which has a direct impact on the

performance of a student in curricular and co-curricular aspects. Thus teachers need to have a mentorship properly for the better results. The teachers' role here would be to develop rapport with such students who are not so high in their emotional intelligence so they can share their personal problems and a proper redressal could be given on proper time. All the teachers need a proper training in this regard

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