

Level of Emotional Intelligence of Undergraduate Professional Students: A Study of Lucknow City

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ABSTRACT

In the present scenario, everyone is in a race of competition and wants to achieve success in his / her life and thinks that all the achievements of life are based on only one's Intelligence Quotient and hard work but a person forgets a prime component of his life that are emotions. Emotions are an integral part of one's life or can say key to success. A person with a high Intelligence Quotient could get good marks in his academic life but when he or she steps into the real world needs emotional intelligence. To survive in this world or society we should have the idea or ability to understand self and other emotions so that we might behave accordingly with people around us. In this paper researcher studied the emotional intelligence of undergraduate professional students and also explored whether gender plays any role in emotional intelligence. The study was conducted by collecting the data of 200 undergraduate professional students of Lucknow city. The result revealed that most of the undergraduate professional students of Lucknow city have average emotional intelligence and it is not gender biased.

Keywords: emotional intelligence, undergraduate professional students, gender biased

I. INTRODUCTION

In the present scenario everyone is in a race of competition and wants to achieve success in his / her life and thinks that all the achievements of life are based on only one's Intelligence Quotient and hard work but a person forgets a prime component of his life that are emotions. Emotions are an integral part of one's life or can say key to success. A person with a high Intelligence Quotient could get good marks in his academic life but when he or she steps into the real world needs emotional intelligence. As to survive in this world or society we should have the idea or ability to understand self and other emotions so that we might behave accordingly with people around us. Emotional intelligence is that unique ability that helps us to perceive, understand, manage, and utilize emotions efficiently in different areas of our lives Emotional Intelligence is viewed in many leading organizations as a key indicator of potential job performance. Emotional Intelligence helps us solve problems by using logic and feelings and being flexible in changing situations. The concept of emotional intelligence was given by Peter Salove and they also coined this term in the beginning years of 1990. And after that psychologist Daniel Goleman worked on it and popularized this concept by describing its importance in the success of human life.

II. THE FOUR BRANCHES OF EMOTIONAL INTELLIGENCE

Salovey and Mayor proposed a model that identified four different factors of Emotional Intelligence:

“The perception of emotions, the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions.”

Perceiving Emotions- The first in understanding emotions is to accurately perceive them. In many cases, this might involve understanding non-verbal signals such as body language and facial expressions,

Reasoning with Emotions-The next step involves using emotions to promote thinking and cognitive activity. Emotions help us prioritize what we pay attention to and react to; we respond emotionally to things that garner our attention.

Understanding Emotions-The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean.

Managing Emotions-The ability to manage emotions effectively is a key part of Emotional Intelligence. Regulating emotions, responding appropriately, and responding to the emotions.

After completing secondary education children select their further education and get admitted to various academic and professional courses as per their choice, interest, and scope of that specific course. Nowadays scenario has changed and most students go for professional courses after completion of these courses they get placement easily as professional courses typically focus on practical knowledge and students get a live workplace to learn these practicals and skills. They also learn theoretical aspects along with practical but the important part of professional studies is that students get lots of opportunities to get hands-on experience. Almost in every professional course, students have to engage in an internship for a few months or days as per the requirement of their syllabus and these internship days try to make them professional person in their specific field, during this period and even after getting the job, emotional intelligence plays a significant role in students' life. Undergraduate professional students are at the age of eighteen onwards and this is the later adolescent and pre-adulthood stage of human development at this stage children are considered as grown up child but this age duration is very difficult for students as students opt for their career options they also enter into a new world that is the college where they treated as an independent human being but they still have the imbalance of emotions, stress, and anxiety of new environment, immense happiness to be a college student but with a fear of failure to be successful in future and if at this crucial span of his/her career, if they fail to perceive, understand and manage their emotions and others as well, they lose almost all their opportunities of life and struggle so much at their workplace that becomes one of the reasons of the poor mental health low rate of their success and progress.

III. IMPORTANCE AND NEED OF THE STUDY

Emotional intelligence has become an important factor in today's life. Nowadays people have become more conscious about choosing a vocation and thus plan their academics accordingly. In the race to be professional and financially successful, people are losing control of their emotions. Emotional Intelligence is related to controlling and regulating our emotions. If a person is unable to control his/her emotions, he/she won't be able to excel professionally. Being professionally conscious is not only a matter of concern for boys but girls too. All students or human beings should be skilled in managing and aware of their own emotions and the people around them. Undergraduate professional students are enrolled in professional courses and they are also compelled to complete internships etc where they face many difficulties regarding adjustment and workload and if they are emotionally weak or not aware of even their own emotions, can be guided after their emotional intelligence test.

IV. OBJECTIVES

1. To study the level of emotional intelligence of undergraduate professional students.
 - 1.1 To study the level of emotional intelligence of male undergraduate professional students.
 - 1.2 To study the level of emotional intelligence of female undergraduate professional students.
2. To compare the Emotional Intelligence of undergraduate professional students on the basis of gender.

V. HYPOTHESIS

1. The level of emotional intelligence of undergraduate professional students is average.
 - 1.1 The level of emotional intelligence of male undergraduate professional students is average.
 - 1.2 The level of emotional intelligence of female undergraduate professional students is average.

Null Hypothesis

2. There is no significant difference between the Emotional Intelligence of undergraduate professional students on the basis of gender.

VI. OPERATIONAL DEFINITION OF THE TERMS USED

Emotional Intelligence: Emotional Intelligence refers to the ability to express emotions, understand others' emotions, control one's emotional expressions, and manage the emotions of others.

Undergraduate Professional Students: Undergraduate professional students are those students who are pursuing graduation programs where they get professional training including hands-on experience through practicals and internship programs. The researcher is considering only B.Pharm, BBA, and B.Ed. professional courses in this study.

VII. DELIMITATIONS OF THE STUDY

- The tool of emotional intelligence was administered in group settings.
- The sample was taken from Lucknow city only.

VIII. REVIEW OF RELATED LITERATURE

- Kaur Jaspreet & Singh Gurmeet (2021) in the study of the emotional intelligence of undergraduate students concerning gender and stream found no significant difference in emotional intelligence based on gender and as well as based on different streams.
- Asghar Ali, Nadia Saleem, And Nida Rahman (2021) studied university students and aimed to explore the difference in emotional intelligence based on gender. The survey method was used for data collection of college students. The researcher found that male students were more emotional students than female students.
- Kant (2019) studied on the emotional intelligence of undergraduate and post graduate students in relation to locality and gender. Results revealed that female college students had high emotional intelligence and students from rural area were found more emotional intelligent than urban area students.
- Meshkat and Nejati (2017) studied a sample of undergraduate students from three Iranian universities and the study revealed that male students had low emotional awareness as compared to female students.
- Datta (2015) investigated the difference between emotional intelligence and achievement motivation in the context of gender and studied the relationship between emotional intelligence and achievement motivation of undergraduate students of Kolkata city. The investigator found that there were no significant differences between students due to gender. However, a significant and positive correlation was found between emotional intelligence and achievement motivation of undergraduate students. the undergraduate students had high emotional intelligence with high achievement motivation.

IX. METHODOLOGY

The descriptive survey method was selected for this study. The total sample selected for this study was 200 undergraduate professional students including 100 males and 100 females, who were pursuing professional courses and were from four different colleges. The sampling procedure was employed in two stages. In the first stage, colleges were selected through random sampling, and in the second stage student sample was selected from four different colleges using systematic random sampling. Emotional Intelligence Inventory developed by S.K. Mangal and Shubhra Mangal was used for data collection. T Test was used as a statistical technique for data collection analysis.

X. INTERPRETATION AND RESULT

Objective-1

- To study the level of emotional intelligence of undergraduate professional students.

Hypothesis

- The level of emotional intelligence of undergraduate professional students is average.

Table No: 1

S.NO.	Level of emotional intelligence	No. of male students	No. female of students	Percentage
1	High emotional intelligence	18	20	19%
2	Average emotional intelligence	50	56	53%
3	Low emotional intelligence	32	24	27%

The above table represents the emotional intelligence of male and female undergraduate professional students. Emotional intelligence is categorized into three parts i.e. high emotional intelligence, average emotional intelligence, and low emotional intelligence. The total number of male undergraduate professional students considered is out of 100 of which 18 students come under the category of high emotional intelligence whereas 50 students have average emotional intelligence. Lastly, 32 students out of 100 have low emotional intelligence. The total number of female undergraduate professional students is out of 100 in which 20 students come under the category of high emotional intelligence whereas 56 students have average emotional intelligence. Lastly, 24 students out of 100 have low emotional intelligence. The result indicates that 53% of

undergraduate students have an average level of emotional intelligence and the rest students have low and high levels of emotional intelligence. Thus the alternate hypothesis is accepted that The level of emotional intelligence of undergraduate professional students is average.

Objective-1.1

1.1 To study the level of emotional intelligence of male undergraduate professional students.

Hypothesis

1.1 The level of emotional intelligence of male undergraduate professional students is average.

Table No. 1.1: Level of emotional intelligence of male undergraduate professional students

S.NO.	Level of emotional intelligence	Range of scores	No. of students	Percentage
1	High emotional intelligence	77-90&above	18	18%
2	Average emotional intelligence	63 -76	50	50%
3	Low emotional intelligence	49 - 62	32	32%

The above table represents the emotional intelligence of male undergraduate professional students. Emotional intelligence is categorized into three parts i.e. high emotional intelligence, average emotional intelligence, and low emotional intelligence. The range of high is 77-90& above, the average is 63-76 and the low is 49-62. The total number of male undergraduate professional students considered is out of 100 of which 18 students come under the category of high emotional intelligence whereas 50 students have average emotional intelligence. Lastly, 32 students out of 100 have low emotional intelligence. The result indicates that 50% of undergraduate male students have an average level of emotional intelligence and the rest students have low and high levels of emotional intelligence. Thus the alternate hypothesis is accepted that The level of emotional intelligence of undergraduate professional students is average.

Objective-1.2

1.2 To study the level of emotional intelligence of female undergraduate professional students.

Hypothesis

1.2 The level of emotional intelligence of female undergraduate professional students is average.

Table No. 1.2: Level of emotional intelligence of female undergraduate professional students

S.NO.	Level of emotional intelligence	Range of scores	No. of students	Percentage
1	High emotional intelligence	75 – 88 &above	20	20%
2	Average emotional intelligence	61 - 70	56	56%
3	Low emotional intelligence	48 -60	24	24%

The above table represents the level of emotional intelligence of undergraduate professional female students. Emotional intelligence is categorized into three parts i.e. high emotional intelligence, average emotional intelligence, and low emotional intelligence. The range of high is 75-88 & above, the average is 61-70, and the low is 48-60. The total number of female undergraduate professional students is out of 100 in which 20 students come under the category of high emotional intelligence whereas 56 students have average emotional intelligence. Lastly, 24 students out of 100 have low emotional intelligence. The result indicates that 56% of female undergraduate professional students have an average level of emotional intelligence and the rest students have high and low levels of emotional intelligence. Thus the alternate hypothesis is accepted that The level of emotional intelligence of undergraduate professional students is average.

Objective-2

- To compare the Emotional Intelligence of undergraduate professional students on the basis of gender.

Null Hypothesis

- There is no significant difference between the Emotional Intelligence of undergraduate professional students on the basis of gender.

Table No. 2: Difference in the level of emotional intelligence of undergraduate professional male and female students

S.NO.	Gender	Number of students	Mean	S.D.	t-value	Level of significance
1	Male	100	69.1	4.02	0.273	Not significant at level 0.05
2	Female	100	69.28	5.21		

The above table shows the difference in the level of emotional intelligence of undergraduate professional male and female students. The mean calculated is 69.1 for males whereas for females is 69.28. S.D is 4.02 and 5.21 for males and females respectively. The t value is 0.273 which is not significant at the 0.05 level. It indicates that there is no significant difference in the mean scores of undergraduate male and female students therefore null hypothesis is accepted that there is no significant difference between the level of emotional intelligence of undergraduate professional students on the basis of gender.

XI. CONCLUSION

The data collected were analyzed from the sample of 200 undergraduate professional students and it was found that the emotional intelligence studied in male undergraduate professional students was found to be 18% high emotional intelligence, 50% average emotional intelligence, and 32% low emotional intelligence. Thus most of the male undergraduate professional students have average emotional intelligence and the percentage of low emotional intelligence is more than high emotional intelligence. The same was found in female undergraduate professional students, most of the females had average emotional intelligence there was a marginal difference between high and low emotional intelligence. Thus the first hypothesis which is an alternate hypothesis, which states “The level of emotional intelligence of undergraduate professional students is average”, is accepted. The researcher found out that the level of emotional intelligence is not affected by gender thus, the level of emotional intelligence is not gender biased. So the researcher accepts the second hypothesis which is a null hypothesis which states “there is no significant difference in the level of emotional intelligence of undergraduate professional male and female students.”As per the above discussion, it can be concluded that most undergraduate professional students have an average level of emotional intelligence and there is no difference between emotional intelligence based on gender.

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