

Perceived Emotional Intelligence Among Post – Graduate Students of L. N. Mithila University Darbhanga

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Abstract

Original Research Article

Emotional Intelligence (EI) refers to an individual's ability to perceive, understand, regulate, and effectively use emotions in one and others. The present study aims to examine perceived emotional intelligence among postgraduate students of L. N. Mithila University, Darbhanga, with particular emphasis on differences between male and female students. The studies assess the level of perceived emotional intelligence among the participants and determine whether significant gender differences exist. A sample of postgraduate students was selected from different departments of L. N. Mithila University using random sampling technique. For the present piece of research work one hundred fifty postgraduate (N=150) students comprising male (n=75) and female (n=75) were randomly selected from different Departments of L. N. Mithila University, Darbhanga. Total subjects' age was ranged between 21 - 23 years. A standardized scale for measuring perceived emotional intelligence was administered among the participants. The collected data was analyzed using suitable statistical techniques, such as mean, standard deviation, and t-test. Finally obtained results revealed the fact that there is a significant difference between the group of male and female postgraduates in terms of their perceived emotional intelligence, although, female students had shown higher degree of EI than male students. Obtained results have been discussed in detail by giving appropriate reasons.

Keywords: Emotional Intelligence, Male, Female, postgraduates, L. N. Mithila University, Darbhanga.

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INTRODUCTION

Higher education is not only concerned with the development of intellectual and academic abilities but also with the emotional and interpersonal development of students. Postgraduate students experience a variety of academic, social and personal demands, including examination pressure, research requirements, career uncertainty, interpersonal relationships and adjustment to changing social environments. The ability to understand and manage emotions may therefore play an important role in their academic and personal functioning.

Emotional intelligence (EI) has emerged as an important psychological construct in educational and organizational research. Broadly, emotional intelligence involves the capacity to perceive, understand, regulate and utilize emotional information effectively. The Salovey and Mayer approach conceptualizes emotional intelligence in terms of abilities associated with the

appraisal and expression of emotions, regulation of emotions and utilization of emotions.

In the present day the “Emotional Intelligence” has occupied pivotal role in different spheres of human life. It is because of the fact that Emotional intelligence (EI) is a concept proposed to account for the variability in the individual's ability and propensity to regulate their emotion. Emotional intelligence aims to provide a scientific framework for the idea that individuals differ in the extent to which they attend to process and utilize affect overloaded information of an interpersonal regulating one's own emotions or interpersonal regulating other's emotion nature (Petrides and Furnham, 2000, 2003). Likewise Emotional Intelligence is relatively new phenomenon and there is still confusion about its correct definition. Like the definition of traditional intelligence, it also has several dimensions (Baron, 1997; Goleman, 1995). Singh (2001) defined Emotional Intelligence as the ability of individual to

appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment, although, many psychologists focused their attempts to study the relationship between Gender and Emotional Intelligence (Reddy and Venu, 2010) and the relationship between Emotional Intelligence and Self – Efficacy, Psychological Well –Being (Javed and Hussain, 2017).

It is also very important to mention here that the term ‘Emotional Intelligence’ refers to the mental process involved in the recognition, use, understanding, and management of one’s own and others’ emotional states to solve problems and regulate behavior. Salovey and Mayer (1990) were the first to propose a theory of emotional intelligence in the academic literature and they defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use the information to guide one’s thinking and action. In their most recent model, they define emotional intelligence as the ability to: (a) perceive and express emotion, (b) use emotion to facilitate thought, (c) understand and reason with emotion, and (d) regulate emotion in the self and others (Mayer & Salovey, 1997). Basically, these researchers conceptualize emotional intelligence as a mental ability pertaining to an individual’s capacity to process and reason with and about emotion – laden information. Mayer and Salovey’s model are distinct from other models, which define and measure emotional intelligence as a set of self – perceived skills, competencies, and personality traits including optimism and self – esteem (Bar – On, 1997; 2006 and Goleman, 1995).

Mayer and Salovey (1997) viewed emotional intelligence as the ability to monitor one’s own and others’ feelings and emotions to discriminate among them and to use this information to guide one’s thinking and actions. Basically, they defined their thinking about emotional intelligence and published a four-branch model, which defined emotional intelligence as the ability to (a) perceive emotion, (b) use emotion to facilitate thought, (c) understand emotions, and (d) manage emotion.

Apart from the above context, it is to be mentioned that moral value is viewed as an important aspect of emotional intelligence. It is because of the fact that moral values are important for a student for his well-being and to be successful in his life. Moral values present a good boundary for the life of an individual. Likewise, honesty makes a student to be saluted by others in the society, compassion makes ourselves sympathetic to others, courage provides on oneself the bravery to overcome the challenges, modesty makes us focused and humble, and forgiveness makes an individual to be emotionally stable because one should

not keep onto anger (Kumaravelu, 2017). It is often observed that these qualities make the individual to live a life that reduces anxiety and stress levels. Thus, emotional intelligence paves the way to live our life in a way that we will be really proud of. The love and affection that we are having with others will be more joyful because we live our life according to honesty, forgiveness and courage. Therefore, a person or student who is willing and able to orient himself in different activities of his group to maintain good stable in social life, maintain good rapport with others may be called as socially and emotionally matured person. Goleman (1998) viewed that people with high emotional intelligence generally have successful relationships with family, friends and fellow workers. They are successful because they persist in the face of setbacks and channel their emotional energies towards achieving their goals. Goleman also identified five elements as components of emotional intelligence. They were: Self – awareness, Self- regulation, Motivation, Empathy, Social skills. Upadhyaya (2006) carried out research on personality of emotionally intelligent student – teachers and found that high emotionally intelligent student – teachers were more confident, persistent, supportive, enthusiastic and divergent as compared low emotionally intelligent student – teachers. Moreover, various researches on emotional intelligence have been carried out in relation to different aspects of student – teacher by different scholars of repute (Indu, 2009; Shakya, 2009; Singaravelu, 2011; Latha, 2012; Upadhyaya, 2013) and concluded that emotional intelligence is an important aspect of individual life.

It is important to mention here that quality of education can be achieved only through effective and interactive methods of teaching. In such condition teacher plays a pivotal role in giving quality education, although, the roles of teacher and students during the teaching – learning process varies according to time and space.

Aims and Objectives of the present study:

Having reviewed the literature on the phenomenon, it has been found that various studies have been conducted covering different aspects of human life but little attention has been paid by Indian researchers among postgraduate students. Based upon the above-mentioned contemporary viewpoints about the concept of emotional intelligence, it can be understood one’s emotional intelligence as a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one’s thinking process for behaving in a proper balanced way in the ultimate realization of the happiness and welfare of the self in tune with others. It is worth mentioning that a person’s emotional intelligence helps very much in our whole spheres of life through its various constituents viz., self-awareness, management of self, social awareness and management of relationships with others. Our postgraduate students who are the

pillars of nation as well as future of India cannot be an exception to this observed fact. Hence, based upon these facts the present investigator has planned to see the perceived emotional intelligence among male and female postgraduate students of those who are studying in different departments like Botany, Physics, Chemistry, Mathematics, Economics, History, Sociology, Psychology, etc. of L. N. Mithila University, Darbhanga, India. This is yet an unexplored area needs special attention to be studied because the youths of Mithila region especially our postgraduates contributed a lot in different fields of vocations such as academics, administrative, political and social services, etc. for the promotion of Indian society at international arena. Thus, the present study may fill the void of knowledge in the area of emotional intelligence with particular reference to L. N. Mithila University of Northern India.

Hypotheses:

It was hypothesized on the basis of the broad aims and objective of the present study as given below;

1. There will be no significant difference between male and female postgraduates' students in their degree of emotional intelligence.
2. Female postgraduate students will have higher degree of emotional intelligence than male postgraduates.

RESEARCH METHODOLOGY

Sample:

For the present piece of research work one hundred fifty postgraduate (N=150) students comprising male (n=75) and female (n=75) were randomly selected from different departments of L. N. Mithila University, Darbhanga. Total subjects' age was ranged between 21 – 23 years.

Tools & Materials Used:

The following tools were used for the present piece of research work:

1. Emotional Intelligence Scale:

To measure the degree of perceived emotional intelligence of postgraduate students of L. N. Mithila

University, Darbhanga, India – a scale developed by Anukool Hyde, *et al.*, (2002) was used. This scale consisted of 34 items. These items are related to ten skills of emotional intelligence, viz., self-awareness, empathy, self – motivation, emotional stability, managing relations, integrity, self – development, value – orientation, commitment and altruistic behaviour. Each item has a range of five alternative answers. Each item is scored on the basis of 5-point Likert type scale ranging from strongly agree (5) to strongly disagree (1). The students obtaining a score in the range 52 – 84 on the scale may be considered as “Normal” in their emotional intelligence; students obtaining a score in the range of 85 and above on the scale may be considered as “High” in their degree of emotional intelligence and the students obtaining a score in the range of 51 and below on the scale may be considered as “low” in their degree of emotional intelligence.

2. Biographical Information Blank (BIB):

For tapping biographical information of postgraduate students, a biographical information blank (BIB) was self-prepared by the present investigator. It includes class, age, sex, family income, father's education, mother's education, Family system (joint/nuclear), area of living (urban/rural), religion, and caste, etc.

Procedure:

The above measures in printed forms were administered on all the postgraduate students of L. N. Mithila University, Darbhanga by taking into confidence. They were also assured during data collection that provided information on the questionnaire schedules will be kept strictly confidential and it will be used research purposes only. After collecting the data on the items of the scales, individual scores were summed up as per norms of the schedule for giving appropriate statistical treatment.

RESULTS AND DISCUSSIONS

Table- 1: Showing Comparative Levels of Perceived Emotional Intelligence between Male and Female Postgraduate Students of L. N. Mithila University, Darbhanga, India

Levels	Male Postgraduates		Female Postgraduates	
	n=75	Percentage	n=75	Percentage
High	41	54.67%	47	62.67%
Moderate	26	34.66%	22	29.33%
Low	08	10.67%	06	8%
	Mean value = 127.46		Mean value = 130.47	

Table - 1 stress light the percentages of male and female postgraduate students' reactions to the perceived reactions to emotional intelligence those who are studying in L. N. Mithila University, Darbhanga of North Bihar, India. It is evident from the table that 62.67 percent of female postgraduate students have higher

degree of perceived emotional intelligence in comparison to male postgraduate group of students who reported only 54.67 percent. While 33.66 percent of male postgraduate students of L. N. Mithila University have shown moderate level of perceived reactions to emotional intelligence, 29.38 percent of female

postgraduate group of students have shown moderate level of emotional intelligence which is comparatively low when compared to male postgraduates. Moreover, 10.67 percent of male postgraduates indicated low level of perceived reactions on emotional intelligence in comparison to female postgraduates i.e. 8 percent. Table – 1 also indicates that female postgraduates in comparison to male postgraduates studying in L. N.

Mithila University have higher degree of emotional intelligence as the Mean value of female postgraduates' group ($x=130.47$) is higher than that of the male postgraduates' group of students i.e. $x=127.46$. Hence, the proposed hypothesis i.e. female postgraduate students will have higher degree of emotional intelligence than male postgraduate students, stands accepted.

Table 2: Showing Significance of Difference between Male and Female Postgraduate Students in terms of their Degree of Perceived Reactions towards Emotional Intelligence

Group	n	Mean	S.D.	t	Level of significance
Male Postgraduates	75	127.46	13.87	2.31	Significant Level (0.5)
Female Postgraduates	75	130.47	14.33		

In addition to the table – 1, table – 2 describes clear cut picture pertaining to significance of difference between the group of male and female postgraduates studying in L. N. Mithila University in their degree of perceived reactions to emotional intelligence as t-value 2.32 has been found significant statistically at .05 level of confidence. Hence the proposed hypothesis that there will be no significant difference between the group of male and female postgraduate students studying in L. N. Mithila University stands rejected.

Aforementioned results have shown that female postgraduates are comparatively more prone to higher degree of perceived reactions to emotional intelligence than their male postgraduate group especially from where the present sample has been drawn for the present piece of research work as it could be observed from Mean values of both the group of students presented in table – 2.

In the light of the obtained results presented in the tables, it is imperative to point out that all the postgraduate students either male or female and belonging to joint and nuclear family system have shown quite favorable reactions towards their perceived reactions on emotional intelligence. This is evident from the results obtained that they scored higher (above average score) on the emotional intelligence scale.

The results as shown in table-2 indicated that the female postgraduate students' Mean score on the emotional intelligence is 130.47 with an S.D. of 14.33 and male postgraduate students' Mean score on emotional intelligence is 127.46 with an SD of 13.87. This information clearly shows that the female postgraduate students have significantly higher degree score on emotional intelligence as compared to male postgraduate students' group especially from where the present sample has been drawn. Although significant difference between female and male postgraduate students studying in L. N. Mithila University have been found significant. Obtained results seems to be quite logical as socio-cultural living pattern of Darbhanga district of Northern Bihar is being observed as simple

modernized according to their needs and demands of fast changing society which is, at present, based on modern education. To meet the demands and to cater their needs, the female postgraduates of L. N. Mithila University of Northern India continue to study to higher education to enhance their basic resources along with financial resources in addition to their prime households work as reported by female postgraduates during the investigation. Hence, female postgraduate students have shown higher degree of satisfaction with high level of emotional intelligence than their male postgraduate student group. It's a good sign from the side of female postgraduates for the promotion of healthy society based on modern education especially for the Mithila region in general and for the nation at large particular as table – 1 have already shown that female postgraduates have higher degree of emotional intelligence in comparison to their male postgraduates' counterparts. The obtained results seem to be logical and support the findings of Patil and Kumar (2006), Singaravelu (2011), Manju (2014) who viewed that male and female pupil do differ in their emotional intelligence.

Discussing the results obtained with regard to the perceived emotional intelligence, it is imperative to point out that all the students either male postgraduates or female postgraduates and either they are coming from joint family or nuclear family system, all have shown positive but above moderate level of inclination towards perceived emotional intelligence. In obtaining such type of results, it is important to throw light some of the observations, experienced by the present investigator for which it is important to mention here that to attain this sense of achievement pertaining to good quality of life they willingly sacrifice leisure, family life, love and that comfortable social preservative, the conventions. It seems, therefore, that both the group reported positive reactions towards the degree of emotional intelligence especially from where the sample has been drawn. Really, they deserve a lot of credit. It is because of the fact that various researches have shown a large number of characteristics of male and female postgraduate students which presently considered as the religious, caring, beautiful, intelligent, hardworking, and honest for

rendering their services for the promotion of value-based society.

The present study's findings are interpreted in relation to the characteristics of the selected sample and the instrument used. Whenever female students obtain a higher mean score than male students but the difference is found statistically significant, such a result would be broadly comparable to earlier research among postgraduate students of L. N. Mithila University, where female students showed comparatively higher EI but the gender difference was not statistically significant.

The present findings are to be discussed in relation to the methodological characteristics of the SSEIT. Since it is a self-report instrument, scores reflect participants' perceptions of their emotional abilities rather than direct performance-based assessment. Furthermore, research has identified differences in the factor structure of the instrument, suggesting that researchers should interpret subscale results cautiously and clearly identify the scoring model used.

CONCLUSIONS

On the basis of interpretations of the results obtained the following conclusions are summed up:

- Significance of difference has been found between the group of male and female postgraduates of L. N. Mithila University Students in terms of their degree of emotional intelligence.
- Female group of postgraduates were found comparatively more prone to higher degree of emotional intelligence than male postgraduate students of L. N. Mithila University students.
- Observations have revealed the fact that there is a need to pay much more attention to the necessities of the male and female group of students. In fact, emotional intelligence must be integrated in curriculum design and pedagogical activities. Students and teachers must be involved in cooperative learning, decision making and community services as a part of educational activities so that their emotional skills/ soft skills can be developed for making congenial environment within the educational system in general and within social system in particular. The present study may provide useful information for university teachers, counselors and administrators. If substantial differences or lower levels of perceived emotional intelligence are identified, universities may consider incorporating emotional-awareness activities, counseling services, stress-management programs, interpersonal-skills training and life-skills education into student-support initiatives.

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