The International Journal of
INDIAN PSYCHOLOGY

Research Paper

Relationship between anxiety and emotional intelligence among professional and non-professional college students

Lakshmi Narasimha Prasad D[1]*

ABSTRACT

Anxiety becomes a struggling phobia for students if they do not overcome from its negative perception. Positive perceptions towards anxiety help them to improve performance on exams and make decisions in their life. Emotional intelligence plays a key role in an individual's life to deal with emotions by knowing and regulating them. The present study investigated the relationship between anxiety and emotional intelligence among professional and non-professional students. This study conducted on 100 college students (50 professional and 50 non-professional students) through simple random sampling method. Zung's Self-Rating Anxiety Scale (SAS) and The Schutte Self-report Emotional Intelligence Test (SSEIT, 1998) were used respectively. The results revealed that there is significant difference in anxiety as well as emotional intelligence between professional and non-professional college students. It was found that there is no significant difference in anxiety as well as emotional intelligence between male and female students. There is a significant negative correlation between anxiety and emotional intelligence among professional and non-professional college students.

Keywords: *Anxiety, Emotional Intelligence, Professional Students, Nonprofessional Students.*

A student's life is a changing phase of experiencing new things for the first time & that first experience could be the last experience for her or him if they do not learn from nor do alteration in it. Every new learning brings new excitement & joy in their college or university life, but with lots of life struggle pressures like what if I am not successful in this new experience. They also have to face the pressure of assignments, projects, term papers as well as meeting deadlines. All these pressures if not properly managed give birth to anxiety. Anxiety disorder is the most frequently occurring mental disorders in the general population. Anxiety, simply speaking, is a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz, 1986). Anxiety is an unpleasant emotional state for which the cause is either not readily identified or perceived to be uncontrollable or unavoidable, whereas fear is an emotional and physiological response to a recognized external threat. Some common symptoms of anxiety include sweaty palms, increased heart rate, restlessness, stomach aches and nausea. Anxiety tends to be associated with worrying about the past or future situations instead of current situations (Farrell & Barrett, 2007). Anxiety is a normal

[1]Guest Faculty, Department of Psychology, SRR & CVR Govt. Degree College (A), Andhra Pradesh, India
*Responding Author

and healthy reaction to perceived danger that triggers a variety of physical, mental and behavioral changes in order to facilitate a speedy response (WHO, 2004). The Merriam-Webster Collegiate Dictionary (2000) included the doubt a person has about a situation and one's capability to adequately respond to it. Anxiety is typically broken into two components: trait anxiety and state anxiety. State anxiety is the manifestation of anxiety in a given situation, whereas trait anxiety is susceptible to experience state anxiety (Spielberger, 1966). According to Khouzam (2009), anxiety disorders are among the most common mental, emotional, and behavioral problems of adolescence in many countries. The concept of anxiety is characterized most commonly as a diffused, unpleasant, vague sense of apprehension, often accompanied by autonomic symptoms such as headache, perspiration, palpitation, tightness of the chest, mild stomach discomfort, and restlessness, indicated by an inability to sit or stand still for a long time (Sadock, 2007). Anxiety is a psychological and physical response to treat a self-concept characterized by subjective, consciously perceived feelings of tension (Spielberger, 1983). Anxiety can affect the way that someone views life events. It may cause negative assessment and result in responses with higher levels of fear when unnecessary (Velting et al, 2004). Anxiety can be extremely impactful for adolescents, given the importance of wellbeing during times of transition (Costello et al., 2011).

Emotional Intelligence

Emotional intelligence defines us how to behave & react in a particular situation. Emotions have a deep & everlasting impact on an individual life so it is important to understand human emotions as our whole life is based on emotions & sentiments. Emotional intelligence helps to understand the life situation & improve one's understanding how to react & interact with others in making one's life more comfortable & enjoyable. Emotions are the base of all learning. As it rightly said that motion creates emotions. So to make oneself one more life full one has to master oneself in how to handle one's own emotions to give a right motion to one's life. Emotional intelligence is defined as an array of non-cognitive capabilities & skills that influence one's ability to succeed in coping with environmental demands & pressures (Bar- on, 2004). Emotional intelligence can be referred to as knowing & using one's feeling in an appropriate manner, motivating oneself & others effectively, and managing the relationships by exhibiting empathy and interacting smoothly to one another (Goleman, 1998). According to Salovey & Mayer (1990) emotional intelligence involves abilities that can be categorized into five domains: 1) Self-awareness: Observing oneself & recognizing a feeling as it happen. 2) Managing Emotions: Handling feelings so that they are appropriate: realizing what is behind a feeling; finding ways to handle fear, anxieties, anger & sadness. 3) Motivating Oneself: Channeling emotions in the service of a goal, emotional self-control, delaying, gratification & stifling impulses. 4) Empathy: Sensitivity to others' feelings & concerns & talking their prospective, appreciating the difference in how people feel about things. 5) Handling relationships: Managing emotions in others: social competence & social skills. Emotional intelligence plays an important role in shaping the personality of an individual & also responsible for the overall functioning of a person in society.

REVIEW OF LITERATURE

Ahmad & Ahmad (2016) conducted a comparative study on anxiety between professional and non-professional graduate levels students. A sample of 369 was selected using purposive sampling technique. Same level of anxiety was found in professional and non-professional graduate level students. Results showed that non-professional students were more anxious in comparison to professional graduate level students in both genders. Same level of anxiety

was found in male and female professional students and non-professional also. No differences had seen in B.A and B.Sc., and B.C.A., B.P. Ed. students.

Raut & Mundada (2016) conducted a study on anxiety and conscientiousness of professional and non-professional college students of Jalgaon city. A sample of 120 students of age range from 18-22 years studying B.A, B.com and Engineering students were selected from different college of Jalgaon city. The results showed that there was significant difference between anxiety of professional and non-professional college students and also significant difference between anxiety of boys and girls students.

Menaka (2016) conducted a study on anxiety of professional and non-professional college students. A sample of 100 students was selected purposively. The results revealed that there was no significant difference between level of anxiety in professional and non-professional students. Also, there was no significant difference between level of anxiety of male professionals and male non-professionals as well as female professionals and female non-professionals.

Bhat & Farroq (2017) investigated the relationship between emotional intelligence and anxiety among students. A sample of 60 students was selected. The results revealed that there was no significant difference in emotional intelligence in terms of gender but significant difference in level of anxiety across gender with males scoring slightly higher than females. The results also revealed that there was a negative correlation between the emotional intelligence and anxiety.

Patnaik (2017) conducted a comparative study on the effects of personality on emotional intelligence between professional and nonprofessional students. A sample of 250 students pursuing professional and nonprofessional courses from various colleges was selected. The results revealed that there were significant differences on emotional intelligence and personality between professional and non-professional students.

Objectives
1. To compare the anxiety between professional and nonprofessional college students.
2. To compare the emotional intelligence between professional and nonprofessional college students.
3. To study the significant difference in anxiety between male and female students.
4. To study the significant difference in emotional intelligence between male and female students.
5. To study the correlation between anxiety & emotional intelligence among professional and nonprofessional college students.

Hypotheses
1. There is no significant difference in anxiety between professional and nonprofessional college students.
2. There is no significant difference in emotional intelligence between professional and nonprofessional college students.
3. There is no significant difference between anxiety of male and female students.
4. There is no significant difference between emotional intelligence of male and female students.

5. There is no significant correlation between anxiety and emotional intelligence among professional and nonprofessional college students.

METHODOLOGY

Sample

The sample of the present study consisted of 100 students (50 professional and 50 non-professional students) from various colleges of Vijayawada city.

Research Tools

Two measures were used in this study:

1. Zung Self-Rating Anxiety Scale (SAS) (Zung, 1971) was designed by William W. K. Zung, a psychiatrist from Duke University, to quantify a patient's level of anxiety. The measure is a 20-items self-report assessment device build to measure anxiety levels. Each question is scored on a Likert-type scale from 1 (a little of the time) to 4 ("most of the time"). Items 5, 9, 13, 17, and 19 are reverse scored, since they represent positive/non-anxiety statements. The total raw scores range from 20-80. The raw score needs to be subsequently converted into an "Anxiety Index" score which can be then used to clinically determine one's level of anxiety. The Zung Self-Rating Anxiety scale has fairly good reliability. Zung has reported a split-half reliability of 0.73.

2. The Schutte Self-report Emotional Intelligence Test (SSEIT, 1998) - It measures the four factors of emotional intelligence, 1) the appraisal of emotion in self and others, 2) the expression of emotion, 3) the regulation of emotion in self and others, and 4) the application of emotion in problem solving. The questionnaire comprised of 33 items (e.g., "I know when to speak about my personal problems to others.") using a 5-point Likert scale extending from 1 = "strongly disagree" to 5 = "strongly agree". Items 5, 28, and 33 were reverse scored before calculating the total score on emotional intelligence. High score indicated high level of emotional intelligence (Schutte et al., 1998).

Statistical techniques

Mean, Standard Deviation, t test and correlation were used for data analysis.

RESULTS AND DISCUSSION

Table (1) means scores and standard deviations along with t-ratio for anxiety among professional and non-professional students.

Groups	N	Mean	SD	S.ED	t-test
Professional students	50	38.66	7.58	1.530	3.57*
Non-Professional students	50	44.12	7.72		

*p<.05

Table (1) shows that the value of t-test for anxiety between professional and non-professional students is 3.57, which is significant at 0.05 level of significance. It indicates there is a significant difference in anxiety between professional and non-professional students. The mean scores of non-professional students are higher as compared to professional students on anxiety. Hence the null hypothesis is rejected. Therefore, non-professional students are more anxious than professional students.

Table (2) means scores and standard deviations along with t-ratio for emotional intelligence among professional and non-professional students.

Groups	N	Mean	SD	S.ED	t-test
Professional students	50	124.96	18.93	3.835	5.91*
Non-Professional students	50	102.28	19.42		

*p<.05

Table (2) shows that the value of t-test for emotional intelligence between professional and non-professional students is 5.91, which is significant at 0.05 level of significance. It indicates there is a significant difference in emotional intelligence between professional and non-professional students. The mean scores of professional students are higher as compared to non-professional students on emotional intelligence. Hence the null hypothesis is rejected. Therefore, professional students are emotionally more intelligent and stable than non-professional students.

Table (3) means scores and standard deviations along with t-ratio for anxiety between male and female students.

Groups	N	Mean	SD	S.ED	t-test
Male students	50	42.39	8.52	1.614	1.23[NS]
Female students	50	40.40	7.59		

NS: Not Significant

Table (3) shows that the value of t-test for anxiety between male and female students is 1.23, which is not significant at 0.05 level of significance. It indicates there is no significant difference in anxiety between male and female students. Hence the null hypothesis is accepted.

Table (4) means scores and standard deviations along with t-ratio for emotional intelligence between male and female students.

Groups	N	Mean	SD	S.ED	t-test
Male students	50	110.68	21.57	4.427	1.33[NS]
Female students	50	116.56	22.69		

NS: Not Significant

Table (4) shows that the value of t-test for anxiety between male and female students is 1.33, which is not significant at 0.05 level of significance. It indicates there is no significant difference in emotional intelligence between male and female students. Hence the null hypothesis is accepted.

Table (5) correlation between anxiety and emotional intelligence among professional and non-professional college students.

Variables	N	r value	Sig.
Anxiety & Emotional Intelligence	100	-.53	Sig. at 0.01 level

Table (5) shows that there is a significant negative correlation between anxiety and emotional intelligence among professional and non-professional college students (r=-.53, p<.01). Hence the null hypothesis is rejected.

CONCLUSION

The present study revealed that there is significance difference in anxiety and emotional intelligence between professional and non-professional students. Non-professional students had significantly high anxiety whereas professional students had significantly high emotional intelligence. There is no significant difference in anxiety as well as emotional intelligence between male and female students. There is a significant negative correlation between anxiety and emotional intelligence among professional and non-professional students.

REFERENCES

Ahmad, Z., & Ahmad. E. (2016). A Comparative study on anxiety between professional and non-professional graduate level students. International Journal of Applied Research, 2(6), 456-460.

Badrosadat, D. (2013). Emotional Intelligence and its Necessity in Teaching Training. International Journal of Economy, Management and Social Sciences, 2(10), 899-904

Balasubramanium, N. (1994). A study on academic achievement, values and anxiety, Perspectives in Education. Vol. 10, No.2, p. 109-113.

Bar- On, R. (2004). On emotional quotient inventory (Technical manual). Toronto, Ontario, Canada: Multi health systems.

Bhat, S.A, & Farroq, T. (2017). The Relationship of Emotional Intelligence with Anxiety among Students. International Journal of Trend in Scientific Research and Developmet (IJTSRD), 1(6), 1216-1219.

Costello, E.J., Copeland, W., & Angold, A. (2011). Trends in psychopathology across the adolescent years: What changes when children become adolescents, and when adolescents become adults? Journal of Child Psychology and Psychiatry, (52) 10, 1015-1025.

Farrell, L. J., & Barrett, P. M. (2007). Prevention of childhood emotional disorders: Reducing the burden of suffering associated with anxiety and depression. Child and Adolescent Mental, 12, 58-65.

Goleman, D. (1998). Working with Emotional Intelligence, New York: Bantum Books.

Horwitz, E., M. Horwitz & J. Cope. (1986). Foreign language classroom anxiety. Modern Language Journal, 70, 125-32.

Joost, M., & Ron, O. (1997). Effects of Instruction and Stage-Fright on Intelligence Testing. European Journal of Psychology of Education, v26 n1 p143-161.

Khouzam, H. R. (2009). "Anxiety Disorders: Guidelines for Effective Primary Care. Part 1: Diagnosis".Consultant49(3).http://www.consultantlive.com/display/article/10162/1387611

Krishnakumar, R., & Lalitha, S. (2014). A Study on Emotional Intelligence & Occupational Stress. International Journal of Multidisciplinary & Current Research, 2, 633-636

Lyons, A. (2012). Self-esteem&learning disabilities. Retrieved from http://www.ldail.org/esteem.cfm .

Mansi, H. (2002). "A multivariate study of decision making and emotional intelligence". Department of Psychology, University of Delhi.

Menaka (2016). A Study of Anxiety of Professional and Non Professional College Students. International Journal of Science and Research (IJSR), 5(12), 1489-1491.

Merriam- Webster S collegiate dictionary. (loth ed.; 2000). Springfield, MA: Merriam- Webster, Inc.

Nozick, R. (1974). Anarchy, state & utopia. USA: Basil Blackwell.

Patnaik, A. (2017). An Comparative Study on the Effects of Personality on Emotional Intelligence between Professional and Non-Professional Students of Pune City. International Journal in Management & Social Science, 5(4), 163-175.

Raut, B. D., & Mundada, N. D. (2016). A Study of Anxiety and Conscientiousness of Professional and Non-Professional College Students. The International Journal of Indian Psychology, 3(2,1).
DIP: 18.01.017/20160302. http://ijip.in/index.php/?view=article&id=175

Sadock, B. J., Sadock V. A., (2007). Kaplan & Sadock's Synopsis of Psychiatry. Publisher: Lippincott Williams & Wilkins.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. Imagination, Cognition, and Personality, 9, 185-211.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. Personality and Individual Differences, 25, 167–177.

Smith, R., Small, F., & Cumming, S. (2007). Effects of a Motivational Climate Intervention for Coaches on Young Athletes' Sport Performance Anxiety. Journal of Sport & Exercise Psychology, 29(1), 39-59. Retrieved from SPORTDiscus with Full Text database.

Spielberger, C. D. (1966). Theory and research on anxiety. In C. D. Spielberger (Ed.), Anxiety and behavior (pp. 3–19). New York, NY: Academic Press.

Spieldberger, C. (1983). The State-Trait Anxiety Inventory. Mind Garden Florida USA.

Velting, O.N., Setzer, N.J., Albano, A.M. (2004). Update on and advances in assessment and cognitive-behavioral treatment of anxiety disorders in children and adolescents. Professional Psychology: Research and Practice, 35(1), 42-54.

WHO. (2004). Management of mental disorders (Vol. 1, Treatment Protocol Project) .Darlinghurst, NSW: World Health Organisation Collaborating Centre for Evidence in Mental Health Policy.

Zung, W.W.K. (1971). A rating instrument for anxiety disorders, Psychosomatics. 12(6), 371-379.

Conflict of Interest
The author declared no conflict of interest.

How to cite this article: Prasad D L N (2020). Relationship between anxiety and emotional intelligence among professional and non-professional college students. *International Journal of Indian Psychology*, *8*(1), 764-770. DIP:18.01.094/20200801, DOI:10.25215/0801.094