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Relational Analysis of the Emotional Intelligence of Post-Graduating Students of Agriculture

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Abstract
The present study was conducted to analyze the profile characteristics of post-graduating agricultural students and to examine their relationship with emotional intelligence (EI). A total of 173 students were selected from three agricultural colleges under VNMKV, Parbhani, using proportionate random sampling. The data revealed that the majority of students were from rural, joint families with medium income and academic performance. Emotional intelligence levels were generally medium, and correlation analysis showed that several profile variables, such as academic performance, attitude, communication skills, and achievement motivation, had a positive and significant relationship with EI. The results indicate that students' background and psychological traits significantly influence their emotional development, which is vital for success in professional agricultural careers.

1. Introduction

In agricultural education, understanding the personal and socio-economic background of students is essential for creating tailored learning experiences that nurture both technical and emotional skills. Emotional intelligence (EI) is a key determinant of how students perceive challenges, interact with peers, and transition into professional roles. Daniel Goleman's EI framework identifies five components: self-awareness, managing emotions, motivating oneself, empathy, and social skills. Given that agricultural graduates work with diverse stakeholders, including farmers, scientists, and institutions, emotional competencies are as crucial as academic knowledge. Lacking in emotional intelligence is harder to work well with others and even understand yourself where everything seems more complex and less clear. EI improves management practices and also helps in leadership development.

In the context of agricultural education, particularly among post-graduating students, emotional intelligence plays a crucial role in shaping personal and professional development. Agriculture as a field not only demands technical knowledge and practical skills but also requires effective communication, leadership,

decision-making, and the ability to cope with stress and uncertainties. Therefore, this study was conducted to assess the level of emotional intelligence of post graduating students of agriculture.

This study focuses on two objectives:

1. To study the profile of post-graduating students of agriculture
2. To delineate the relationship between profile and emotional intelligence of post- graduating students of agriculture.

2. Methodology

The study was carried out in the College of Agriculture at Parbhani, Latur, and Badnapur, under VNMKV. Using proportionate random sampling, 173 post-graduate students were selected, representing 30% of the total student population. An ex-post facto research design was used, appropriate for observing natural associations without manipulating variables. Data were collected through structured questionnaires and an EI scale based on Daniel Goleman's five domains of emotional intelligence. Independent variables included gender, category, parental education, family background, family size, income, academic performance, achievement motivation, physical strength, habits, communication skills, and attitude. The dependent variable is emotional intelligence. Statistical analysis tools used are descriptive statistics (frequency, percentage, mean) and correlation coefficient analysis, & Multiple regression analysis.

3. Results and Discussion

3.1. To study the profile of post-graduating students of agriculture

Table 3.1. Profile of post-graduating students of agriculture

Profile Variable	Category	Percentage (%)
Gender	**Male**	**54.91%**
	Female	45.09%
Category	ST	17.92%
	SC	31.21%
	OBC	**32.95%**
	General	17.92%
Parent's Education	Illiterate	6.36%
	Just read/write	6.36%
	Primary education	26.59%
	Secondary education	**41.04%**
	Graduate	19.65%
Family Background	Urban	29.48%
	Semi-urban	**44.51%**
	Rural	26.01%
Family Size	Small (up to 3 members)	0.58%

	Medium (4 to 7 members)	**89.02%**
	Big (more than 7 members)	10.98%
Annual Income	**Low (up to ₹82,349)**	**41.04%**
	Medium (₹82,350 – ₹8,06,551)	39.88%
	High (Above ₹8,06,551)	19.08%
Academic Performance	Low	13.87%
	Medium	**75.72%**
	High	10.40%
Achievement Motivation	Low	16.18%
	Medium	**63.01%**
	High	20.81%
Physical Strength	Low	23.12%
	Medium	**68.21%**
	High	8.67%
Habits	Good	12.72%
	Better	**74.57%**
	Best	12.72%
Communication Skills	Low	8.09%
	Medium	**80.92%**
	High	10.98%
Attitude	Unfavourable	13.87%
	Neutral	**72.83%**
	Favourable	13.29%

The findings from table 3.1. revealed that the majority of students were male and belonged to the OBC category. Most of them came from semi-urban areas, with parents whose educational qualifications were largely limited to the secondary level. Economically, many students were from low-income families, and a significant majority, specifically 89.02 percent, were from medium-sized households. This suggests that nuclear and semi-nuclear families continue to be the dominant family structure among the student population. Academically, most students displayed moderate performance, with similar trends observed in achievement motivation and physical strength. In terms of behavioral and psychological aspects, the majority of students reported having better personal habits and moderate communication skills. A neutral attitude was most commonly observed, indicating a balanced but non-extreme outlook among students toward their academic and career-related experiences.

3.2.Relationship between profile and emotional intelligence of post-graduating students of agriculture

Table 3.2. Correlation between profile and emotional intelligence of post-graduating students of agriculture

Sr.no.	Independent variables	Emotional intelligence (Dependent variable)
1.	Gender	0.215*
2.	Category	0.204*
3.	Parent's education	0.277**
4.	Family background	0.198*
5.	Family size	-0.291**
6.	Annual income	0.220*
7.	Academic performance	0.290**
8.	Achievement motivation	0.202*
9.	Physical strength	0.213*
10.	Habits	0.228*
11.	Communication skills	0.211*
12.	Attitude	0.645**

* = Significant at 0.05 % level of probability
** = Significant at 0.01 % level of probability,
NS = non-significant

Table 3.2. gives the result of the correlation between the independent variables and the dependent variable, emotional intelligence. Correlation analysis indicated that variables such as gender, category, family background, annual income, achievement motivation, physical strength, communication skills, and habits showed a positive and significant relationship with emotional intelligence. Parents' education, academic performance, and attitude had a positive and highly significant relationship with emotional intelligence. Family Size showed a negative and highly significant relationship with emotional intelligence.

Table 3.3.Multiple regression between the profile of the post-graduating students of agriculture and the emotional intelligence of students

Sr.no.	Independent variables	Regression coefficient (B)	Standard error (E)	"t" Value
1.	Gender	-0.736	6.363	-0.115^{NS}
2.	Category	3.501	3.031	1.155^{NS}
3.	Parent's education	2.829	2.964	0.954^{NS}
4.	Family background	-8.473	3.823	-2.216*
5.	Family size	-2.095	5.995	-0.3494^{NS}
6.	Annual income	-2.575	3.983	-0.646^{NS}
7.	Academic performance	2.670	1.410	1.892^{NS}

8.	Achievement motivation	-2.578	0.686	-3.754**
9.	Physical strength	-1.165	0.722	-1.613^{NS}
10.	Habits	3.531	1.092	3.232**
11.	Communication skills	1.977	0.960	2.0590*
12.	Attitude	3.573	0.337	10.574**

$R^2 = 0.958$

F = 8.331

* Significant at 0.05 level of probability

** Significant at 0.01 level of probability

NS = Non-significant

From the table 3.3, it is observed that, a linear regression analysis revealed a strong positive relationship between the variables, with a regression coefficient (β) of 0.958, suggesting a robust model fit. These findings emphasize the importance of enhancing the independent variables to support emotional development. The value of "t" shows that most of the independent variables are significantly related to the emotional intelligence of the students. i.e., Family background, achievement motivation, habits, communication skills, and attitude are positively significant variables. These are all the variables contributing to the multiple regression analysis

4. Conclusions

The study highlights the close link between students' background characteristics and their emotional intelligence. While the majority of students fell under the medium category for EI, those with better academic records, habits, and attitudes displayed stronger emotional competencies. This emphasizes the need for integrating emotional development strategies into agricultural education. Strengthening these emotional traits can help students cope with stress, build professional networks, and work efficiently in real-world agricultural scenarios.

In conclusion, emotional intelligence is not just an academic metric—it is a vital life skill. For agricultural students who are future educators, extension workers, researchers, and innovators, developing EI will equip them to work with diverse farming communities, manage stress, adapt to change, and lead effectively. Institutions must take proactive steps to integrate emotional training, mentoring, and support systems to create emotionally resilient and professionally successful graduates.

5. Implications

1. To improve the emotional intelligence of the students, integrating structured emotional intelligence training into the academic curriculum, by establishing dedicated emotional counselling and mental health support units in colleges, and to promote awareness programs on managing stress, building resilience, and emotional balance.
2. Profile-based intervention programs can help institutions identify vulnerable groups and design specific strategies for their emotional and academic growth

6. References

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