EXPLORING EMOTIONAL INTELLIGENCE PROFICIENCY AMONG RESEARCH STUDENTS AT UNIVERSITIES IN KHYBER PAKHTUNKHWA

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ABSTRACT

This research investigated the correlation between Emotional Intelligence (EI) and postgraduate students in universities located in Khyber Pakhtunkhwa, Pakistan. Utilizing a convenient sampling technique, a sample size of 367 postgraduate students (MS/M.Phil & PhD) from three esteemed universities in the region participated in the study. Employing a correlation research design and utilizing the Survey research method, the study employed Emotional Intelligence Scale (SEIS), a 33-item standardized questionnaire, to collect data from participants. Academic success was gauged through students' Grand Point Average (GPA). Data collection involved personal visits to relevant departments, libraries, and hostels with permission obtained through proper channels from the respective Head of Departments. Data were subjected to analysis using SPSS version 22. Prior to analysis, scale reliability and data normality were ensured through PP-Plots and Histograms. Descriptive and inferential statistical tools such as mean, median, mode, simple percentage, standard deviation, ANOVA, and Pearson's correlation were employed to fulfill the study's objectives. Findings indicated that a significant proportion of respondents exhibited moderate (56.67%), high (26.15%), and very high (12.0%) levels of emotional intelligence. The research underscores the importance of incorporating emotional intelligence into information literacy curriculum, as these skills can alleviate information-seeking anxiety. The study proposes hiring trained consultants and implementing targeted training programs to enhance emotional intelligence among postgraduate students, thereby positively influencing their academic success. These insights offer valuable implications for academicians, psychologists, library practitioners, and information professionals in addressing students' information-seeking anxieties and enhancing emotional intelligence skills.

Keywords: *Emotional intelligence; Correlation; Relationship; Research students; University, Khyber Pakhtunkhwa; Pakistan.*

INTRODUCTION

Emotion may be defined as a mental state that indicates the emotional inclination of an organism. The influence of this phenomenon has a substantial impact on several aspects of human cognition, behavior, action, and decision-making processes. Intelligence refers to an individual's ability to adapt,

whereas Emotional Intelligence (EI) refers to one's skill in regulating both their own emotions and the emotions of others. Emotional intelligence (EI) refers to the capacity to understand, observe, assess, and control emotional experiences with discernment (Salovey, 1990). It signifies an individual's proficiency in both articulating and masking feelings within a certain situation, while conforming to society expectations. The standards that govern social interaction are essential for an individual's emotional intelligence and can operate as a key skill in forecasting outcomes in social and personal interactions throughout their life (Brackett, Rivers, & Salovey, 2011).The idea of Emotional Intelligence (EI) originated from Thorndike (1920), who first presented it as the capacity of an individual to comprehend and skillfully regulate their behaviors and responses (Masrek & Abdulah Sani, 2012). The phrase "Emotional Intelligence" was introduced by Salovey and Mayer in 1990, which was a significant milestone in the discipline. The popularity of emotional intelligence increased significantly with the release of Daniel Goleman's book "Emotional Intelligence" in 1995, solidifying its importance in both academic and mainstream discussions.

Aspects of Emotional Intelligence (EI).
The emotional intelligence of an individual is comprised of four components: perception, comprehension, regulation/management, and facilitation of thinking through emotions (Mayer & Salovey, 1997). These components are also known as emotional capacities and are stated as follows:

Perceiving Emotions.
Emotional intelligence is the ability to perceive and understand emotions in oneself and others. This is achieved through several means of communication, such as tone of voice, facial expressions, and other modes of expression (Papadogiannis, 2009). This proficiency refers to an individual's ability to be aware of oneself and to be sensitive to others, as described by Mayer and Curso in 1999. People with a greater comprehension of their own emotions are more likely to have a heightened ability to see and comprehend the emotions of others (Salovey et al., 2000). Emotion serves as a signaling system that conveys important information. Failing to recognize these signals might result in an inadequate knowledge of a situation and potentially incorrect outcomes (Caruso & Salovey, 2004, p. 44).

Moreover, the acknowledgment of both one's own emotions and those of others is of great significance, since it promotes cooperation and teamwork amongst individuals (Salovey & Mayer, 1990). Hence, it is crucial to make a precise evaluation of one's own and others' emotions.

Emotional perception differs among individuals, with some having a heightened level of perceptiveness while others display a diminished amount. Individuals who possess heightened emotional awareness have exceptional skills in reading the emotions of others, successfully expressing empathy, and accurately identifying their own emotional states. On the other hand, those with a diminished ability to perceive emotions tend to have difficulty understanding the ideas and emotions of others, effectively expressing their own emotions, and appropriately recognizing their own emotional states (Caruso & Salovey, 2004).

STATEMENT OF PROBLEM
Research students have a crucial role in advancing knowledge and contributing to the scholarly community in modern academic environments. Nevertheless, the focus on cognitive ability frequently eclipses the importance of emotional intelligence in the academic process. Emotional intelligence, which encompasses the recognition, comprehension, and control of one's own emotions, as well as the skill to properly handle interactions with others, is now widely acknowledged as a crucial element for achieving success in both academic and professional settings.

SIGNIFICANCE OF THE STUDY
This study is academically noteworthy since it focuses on an important but overlooked part of education: the emotional intelligence skills of research students at universities. The research seeks to examine the correlation between emotional intelligence levels and their influence on academic achievement, interpersonal relationships, and general well-being. Its objective is to provide detailed insights that may be used to guide educational practices, curriculum creation, and support services. Comprehending the significance of emotional intelligence in the academic progression of research students is crucial for cultivating a comprehensive approach to education, augmenting student achievement, and advocating for

the all-encompassing growth of prospective scholars.

OBJECTIVE OF THE STUDY
To determine levels of emotional intelligence of research students at universities in Khyber Pakhtunkhwa.

METHODOLOGY
The main aim of this study was to investigate the relationship between Emotional Intelligence (EI) levels among students who are actively involved in research activities at institutions located in Khyber Pakhtunkhwa. This chapter presents a thorough explanation of the research methodology used, which includes the study design, sampling processes and techniques, target population, selection of equipment, strategies for data collecting, and ways for data analysis. Furthermore, a specific portion is set aside to clarify the ethical aspects relevant to the study project.

Research Design.
The research approach utilized in this study focused on survey research. Due to the quantitative nature of the inquiry, which used a non-experimental and correlation approach, a research design that included a survey questionnaire was chosen as the main tool for collecting data.

Population.
The survey encompassed all the universities situated in Khyber Pakhtunkhwa, Pakistan.

Sampling.
A convenient sample may be described as a method that enables the researcher to select subjects from a chosen population in a way that is pleasant and simple to contact them. (Creswell, 2004).

DATA COLLECTION INSTRUMENTS.
The study obtained data by administering two distinct standardized questionnaires, specifically Schutte's Emotional Intelligence Scale (SEIS).

Table 4.21

Reliability Score for the Sub-factor of Emotional Intelligence Scale

Reliability Statistics

Sub-Factor of EI	UOP	AUP	UET	Overall CA
Perception of Emotion	.819	.921	.831	.857
Managing Own Emotions	.756	.748	.721	.741
Managing Other Emotion	.656	.689	.692	.679
Utilization of Emotions	.782	.741	.790	.771
Total	.753	.774	.758	.761

Table 4.23

Level of Emotional Intelligence of the Respondents (N = 367)

Descriptive Statistics

Mean	3.96
Median	3.99
Std. Deviation	0.53
Minimum	1.68
Maximum	4.82

Table 4.24

Level of Emotional Intelligence of the Sub-factors (N = 367)

Statistics	Perception of emotions	Managing Own emotions	Managing Others emotions	Utilization of emotions
Mean	3.88	3.70	3.67	3.81
Median	3.91	3.81	3.71	3.84
Std. Div	.612	.596	.566	.688
Minimum	1.72	1.56	1.43	1.58
Maximum	4.85	5.00	5.00	5.00

Table 4.24 presents a detailed summary of the descriptive data related to the sub-factors of emotional intelligence, as assessed by the Schutte Emotional Intelligence Scale (SEI). The data from the table shows that the participants had an average score of 3.88 for Perception of Emotions, with a standard deviation of .612. Additionally, they had an average score of 3.81 for Utilization of Emotions, with a standard deviation of .688. The results indicate a significant degree of intelligence among the participants, as seen by the mean scores being close to the high-value threshold of 4 on the Schutte's Emotional Intelligence scale. In addition, the findings of this study are comparable to those published by Karim (2011) and Jan, Anwar, and Warraich (2016), who also noticed consistent results regarding the sub-factors of students' emotional intelligence levels. Therefore, it may be deduced that post-graduate students demonstrate increased cognitive abilities in terms of their perception and utilization of emotions, as shown by the sub-factors of the SEIS.

4.5.2.1 Area wise differences in the emotional intelligence level of research students (RQ-1).

This component of the study focuses on the first research question, which examines the variation in Emotional Intelligence (EI) levels among research students enrolled at universities located in Khyber Pakhtunkhwa. Table 4.31 demonstrates that students from all three colleges had a modest degree of Emotional Intelligence (EI). Upon deeper inspection, it is clear that Engineering students at the University of Engineering and Technology (UET) had a much higher degree of Emotional Intelligence (EI), with 39.1% having a high EI and 31.6% having a very

high EI. On the other hand, the majority of Agriculture students at the Agricultural University Peshawar (AUP) and social science students at the University of Peshawar (UOP) showed a moderate level of Emotional Intelligence (EI), with 81.6% and 67.5% respectively falling into this group. Therefore, it can be deduced that students from the Engineering institution demonstrate higher levels of intellect in comparison to their peers in Agriculture and social science subjects.

4.5.1.2 Descriptive Statistics of EI with Demographic Information of the Participants.

This part of the study provides the detail of descriptive statistics of EI of the demographic variable (Gender, stage of study, and GPA) of the respondents.

Gender Base level of EI.

The distribution of Emotional Intelligence (EI) levels among the respondents is presented in Table 4.25, categorized by gender. According to the results, the average EI score for female participants (mean = 3.81, standard deviation = .41) is somewhat greater than that of male participants (mean = 3.65, standard deviation = .52). The results of this study are consistent with previous research conducted by Jan & Anwar (2018), Jan, Anwar & Warraich (2018), Brandal (2012), and Schutte et al. (1998). These studies have all found significant differences in mean scores between genders on the Schutte Emotional Intelligence (SEI) scale, with female students generally scoring higher. Therefore, given the evidence supplied, it is justifiable to infer that female students have superior levels of intellect in contrast to their male counterparts.

Table 4.25
Gender base Level of Emotional Intelligence of the Respondents (N = 367)

Gender	N	Mean	St. Div	Minimum	Maximum
Male	308	3.65	.52	1.64	4.72
Female	59	3.81	.41	2.66	4.88

Table 4.26
Area/Subject wise Level of Emotional Intelligence of the Respondents (N = 367)

Area/Subject	N	Mean	St. Div	Minimum	Maximum
Engineering (UET)	116	3.80	.40	2.23	4.66
Agriculture (AUP)	131	3.45	.54	1.45	4.42
Social Sci. (UOP)	120	3.22	.63	1.21	4.12

Table 4.26 illustrates the distribution of Emotional Intelligence (EI) ratings among respondents based on their areas of study or subjects. According to the statistics, the average EI score for engineering students (mean = 3.80, standard deviation = .40) is higher than that of both Agriculture students (mean = 3.45, standard deviation = .54) and social science students (mean = 3.22, standard deviation = .63). Therefore, it can be deduced that students who are engaged in engineering programs demonstrate superior levels of intellect in comparison to those who are enrolled in Agriculture University and the post-graduate programs at the University of Peshawar.

Table 4.27
Gender and the Sub-factors Level of Emotional Intelligence (N = 367)

Gender	Sub-Factors	Mean	St. Div	Min.	Max
	Perception of Emotion	3.51	.49	1.62	4.92
Male	Managing Own Emotion	3.71	.55	1.58	4.96
	Managing Others Emotion	3.58	.53	1.59	4.89
	Utilization Of Emotions	3.60	.58	1.68	5.00
	Perception of Emotion	3.53	.50	1.63	4.90
Female	**Managing Own Emotion**	**3.78**	**.46**	**1.53**	**5.00**
	Managing Others Emotion	3.65	.57	1.48	5.00
	Utilization Of Emotions	3.69	.55	2.12	5.00

The data in the table shows that female students had higher average scores than male students in all the sub-factors of the EI Scale. The results align with prior research undertaken by Besharat (2007), Jan & Anwar (2018), and Jan, Anwar & Warraich (2016), all of whom reached the same conclusion that female students exhibited superior performance compared to male students on the Schutte's EI Scale. Nevertheless, in contrast to these findings, Ciarrochi et al. (2001) presented results indicating that male students had superior cognitive levels compared to their female peers, so partially contradicting the current study. In contrast to the findings of Karim (2011), this study reveals considerable variations in the sub-factors of the Schutte's EI Scale dependent on gender. Based on the data provided in Tables 25 and 26, it can be concluded that there are gender differences in both the overall SEIS and its sub-factors. However, further research is necessary to thoroughly explore this issue of gender-based variations among participants.

Table 4.28
Level of Emotional Intelligence and Grade Point Average (GPA) of the Respondents (N= 367)

Emotional Intelligence	Frequency of Acquired GPA			
	3-3.2	3.3-3.5	3.6-3.8	3.9-4.00
Mean	3.38	3.53	3.71	3.88
Std. Div	.42	.47	.41	.51
Minimum	2.21	2.35	1.88	2.55
Maximum	4.12	4.35	4.42	4.65

Table 4.28 displays data on the levels of Emotional Intelligence (EI) and Grade Point Average (GPA) of the participants. The study included 367 individuals who were categorized into four groups depending on their achieved GPA. This categorization aimed to investigate any possible differences in their total emotional intelligence. The data shown in the table indicates a direct relationship between participants' Emotional Intelligence (EI) scores and their corresponding Grade Point Average (GPA) levels. Significantly, when the average scores of the students rose (3.38, 3.53, 3.71, 3.88), aligning with GPA ranges of 3-3.2, 3.3-3.5, 3.6-3.8, and 3.9-4, there was a simultaneous increase in their GPA. This discovery provides evidence for the concept of a direct correlation between participants' emotional intelligence (EI) and their academic success, as measured by their Grade Point Average (GPA).In

addition, the relationship between emotional intelligence (EI) and academic achievement, especially grade point average (GPA), was thoroughly investigated and confirmed using Pearson's Correlation (Table 4.39). The investigation confirmed a clear association between participants' Emotional Intelligence (EI) and Grade Point Average (GPA), where an increase in EI was shown to be directly associated with an improvement in GPA. The results of this study are consistent with the findings of prior research undertaken by Nasir & Masrur (2010), Yahaya et al. (2012), Jan & Anwar (2018, 2017), Jan, Anwar & Warraich (2016), and Grehan, Flanagan & Malgady (2011). These studies have also found a clear correlation between academic success (GPA) and emotional intelligence (EI) across various groups of university students.

Table 4.29

Level of Emotional Intelligence and Stage of study of the Respondents (N= 367)

Emotional Intelligence	Frequency of Stage of Study		
Coursework		Synopsis	Thesis Writing
Mean	**3.23**	**3.47**	**3.52**
Std. Div	.38	.42	.45
Minimum	2.11	1.89	2.10
Maximum	4.11	4.21	4.40

Table 4.29 presents data on the respondents' degree of emotional intelligence (EI) and their stage of study. The participants were instructed to specify their current stage of study, namely Coursework, Synopsis, or Thesis writing. The data in the table shows that as students progressed from one stage to another (Coursework Mean=3.23 St. Div=.38, Synopsis Mean= 3.47 St. Div=.42, and Thesis Writing Mean= 3.52 St. Div=.45), their EI score grew. Therefore, based on the data presented in the table, it can be inferred that when students progress from one stage to another, their emotional intelligence (EI) increases. This finding supports the notion of a positive correlation between study stage and the growth of intelligence.

4.5.2 PROPOSED LEVEL OF EMOTIONAL INTELLIGENCE

The study employed the theory and methods of library anxiety levels, as presented by Anwar et al. (2004), to evaluate degrees of Emotional Intelligence (EI). Previous researchers have consistently used this well-established measure of library anxiety levels in various studies. It is considered the most comprehensive and logically structured approach (Erfanmanesh, Abriza & Karim, 2012, 2014; Jan, Anwar & Warraich, 2016, 2017, 2018a; Naveed, 2016, 2016a; Naveed & Ameen, 2017a, 2017b). As to Schutte et al. (1998), higher scores on the scale signify stronger emotional intelligence (EI), whereas lower values imply lower levels of emotional intelligence. In order to determine degrees of EI, the researchers delivered a suggested framework consisting of five clearly defined levels: 'no library anxiety', 'low library anxiety', 'mild library anxiety', 'moderate library anxiety', and 'severe library anxiety', to the participants. Presented below is an elaborate explanation of these five stages.

No library anxiety. The respondents will face *no library anxiety* if the mean score is below $\bar{x}$-2s.

Low library anxiety. Similarly, a respondent would feel *low library anxiety* if the mean score fell outside one standard deviation that is $\bar{x}$-2s and within two standard deviations that is $\bar{x}$- s from the sample mean.

Mild library anxiety. Participants would face *mild library anxiety* if the sample mean score fell within one standard deviation that is $\bar{x}\pm$s.

Moderate library anxiety. A respondents would have *moderate library anxiety* if the sample mean score fell outside one standard deviation from the right and within two standard deviations from the sample mean $\bar{x}\pm$s and $\bar{x}$ $\pm$2s.

i. **Severe library anxiety.** The respondents would have face and experience *severe library anxiety* if the score was found to be above $\bar{x}$ $\pm$2s.

Table 4.30 and Figure 28 show that a considerable proportion of the participants (n=208, 56.67%) demonstrate a moderate degree of Emotional Intelligence (EI) based on the evaluation using Schutte's EI scale. Out of the 367 respondents, a

small percentage of them (n=6, 1.63%) were found to have very low Emotional Intelligence (EI), whereas a little larger percentage (n=10, 2.72%) had poor EI levels. The results indicate that a significant proportion of participants (56.67%, 26.15%, and 12.0%) exhibit emotionally intelligent characteristics at the moderate, high, and very high levels, respectively.

The findings are consistent with the results published by Jan et al. (2016) and Jan & Anwar (2017, 2018), who also noticed comparable trends in the emotional intelligence levels of students based on the suggested framework. Possible determinants of emotional intelligence (EI) proficiency among post-graduate students may encompass their level of maturity, social interactions, and exposure to co-educational settings.

Table 4.30
Proposed Level of Emotional intelligence (N = 367)

Levels of EI	Ranges of Mean	Frequency
Very low emotional intelligence	0.00 to 2.75	6(1.63%)
Low emotional intelligence	2.76 to 3.18	10(2.72%)
Moderate emotional intelligence	3.19 to 4.05	208(56.67%)
High emotional intelligence	4.06 to 4.48	96(26.15%)
Very High emotional intelligence	4.49 to 5.00	47(12.80%)
Total	----- ---------------	367

Fig. 4.28. Proposed level of Emotional Intelligence of the Students (N=367)
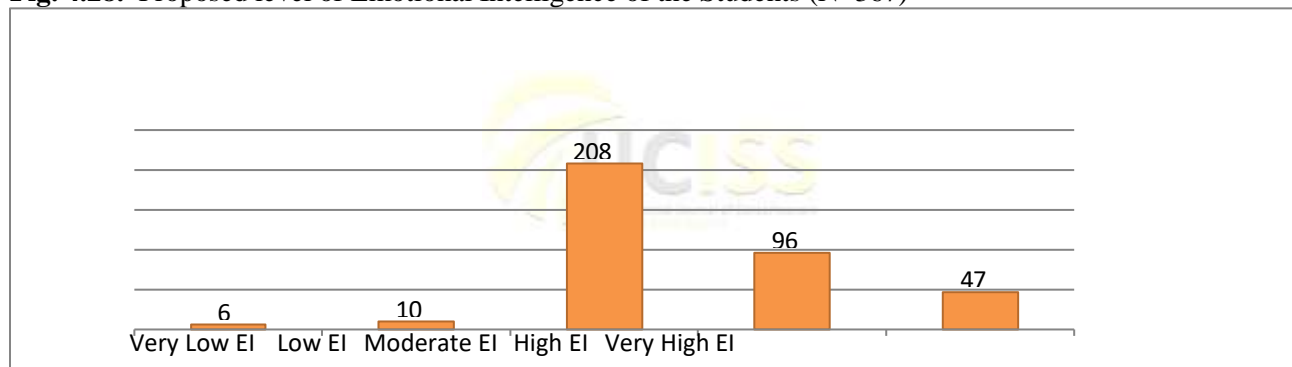

Table 4.31
Area of study and proposed level of Emotional Intelligence (N = 367)
Area of Study Proposed Level of Emotional Intelligence

Area	Very Low EI(%)	Low EI(%)	Moderate EI (%)	High EI (%)	Very High EI (%)	Total
Soc. Sci	4(3.3)	5(4.16)	81(67.5)	27(22.5)	3(2.5)	120(100)
Agriculture	**2(1.6)**	**3(2.5)**	**98(81.6)**	**22(18.3)**	**6(5.0)**	**131 (100)**
Engineering	0(0.0)	2(1.6)	29(24.1)	47(39.1)	38(31.6)	116(100)
Total	6(1.6)	10(2.7)	208(56.6)	96 (26.1)	47(12.8)	367 (100)

Table 4.32 provides information on the field of study and sub-factor scores of Emotional Intelligence (EI) for the participants. The table shows that there is very little difference in the subfactors of perceiving emotions and regulating others' emotions among the three topic areas. On the other hand, differences become apparent in sub-categories such as the utilization of emotions and the management of one's own emotions. The data shows that Engineering university students have higher scores in Utilization of Emotions (mean = 3.84, Std. Div = .62) and Managing Own Emotions (mean = 3.76, Std. Div = .53) compared to Agriculture university (mean = 3.71, Std. Div = .47) and Peshawar university

students (mean = 3.74, Std. Div = .48). This indicates substantial discrepancies between Engineering University and Agriculture University, however there are only slight variations between Agriculture University students and Peshawar University students in terms of EI levels throughout the sub-factors. Engineering University students have superior skills in perceiving, controlling, and utilizing their Emotional Intelligence (EI) in comparison to those in Agriculture and Social Sciences. Nevertheless, there were no notable disparities detected between EI and region of research in relation to the sub- factors of SEIS. The results of this study somewhat agree with earlier research undertaken by Jan, Anwar & Warraich (2016), Hasanzadeh & Shahmohamadi (2011), and Murphy (2006), which likewise found no significant differences between the field of study and emotional intelligence among post-graduate students.

Table 4.32
Area of Study and Sub-factors scores of Emotional Intelligence of the respondents (N=367)

Area of Study	Factors of EI	Mean	Std. Div	Minimum	Maximum
	Perception of Emotion	3.54	.51	1.75	4.92
Engineering	Managing Own Emotion	3.76	.53	1.65	5.00
	Managing Others Emotion	3.73	.74	2.11	5.00
	Utilization of Emotions	3.84	.62	1.80	5.00
	Perception of Emotion	3.50	.52	1.56	4.75
Agriculture	Managing Own Emotion	3.65	.55	1.36	4.67
	Managing Others Emotion	3.68	.61	1.51	5.00
	Utilization of Emotions	3.71	.47	1.48	4.23
	Perception of Emotion	3.47	.66	1.81	4.56
Social Sci.	Managing Own Emotion	3.64	.58	1.49	4.12
	Managing Others Emotion	3.60	.53	1.30	4.25
	Utilization of Emotions	3.74	.48	1.45	4.75

FINDINGS OF THE STUDY
Majority of the respondents i.e. 322 (87%) were in the age group ranging from 20 to 25 years and only two (02) respondents were in the age group between 36-40 years.
Grade Point Average (GPA) of the reasonable number of respondents i.e. 103 (28%) ranged between 3.99 to 4.00 and 101 (27%) ranged between 3.6 to 3.8.
Regarding gender, the majority of the respondents i.e. 308 (83.9%) were male and 59 (16.1%) were female.
Male respondents i.e. 131 (35.7%) availed library facilities more frequently than female respondents i.e. 21 (5.7%).
University of Engineering & Technology, Peshawar respondents 16.9%, Agriculture University, Peshawar respondents 14.4% and Peshawar university 10% used library for 6- 10 hours per week.
Highest Grade Point Average (GPA) was found among respondents of Engineering University 64% in the range of 3.9 to 4.00, followed by Agriculture

University respondents 31% in the range 3.6 to 3.8 and Peshawar university respondents in the range 3.3 to 3.5.
Male respondents were found to be more in number in the both the programs MPhil (91.6%) and PhD (8.4%) than female respondents 79.71% and 20.3%. Male respondents had 51(14%) publications whereas female respondents had 15(4%) publications.
Respondents enrolled in PhD programmes had published 56 research papers, while respondents enrolled in MPhil programmes had published 10 research papers.
Majority of the respondents who had published research articles were in the age group of 20 to 30 years.
Respondents enrolled in Social Sciences (Peshawar university) had more publication (i.e 39), followed by Agriculture University graduates (21) and Engineering & Technology University respondents had published only six (6) articles.
University of Engineering and Technology

respondents had high level of English Language Proficiency (100%), followed by Agriculture University (63%) and Peshawar university (4.1%) respondents.

University of Engineering & Technology research graduates use internet 29.52 hours/week, University of Agriculture 25.6 hours/week and Peshawar university 23.58 hours/week respectively.

All the participants were found more intelligent with regard to perception of emotion and utilization of emotion as the mean score 3.96 is close to 4.00, which is high value in the Schutte's EI Scale.

Female EI score (mean 3.81) was slightly higher than male EI Score (mean 3.65) indicates that female are emotionally strong than male respondents.

Engineering University respondents EI Score (mean 3.80) was higher than those of Agriculture University (mean score 3.45) respondents and Social Sciences students (mean 3.22). This indicates that Engineering University students are more intelligent than Agriculture University and Peshawar university students.

Regarding the sub-factors level of EI, gender differences were found. Male respondents mean score on Perception of Emotion was recorded as 3.51 whereas female was 3.53; managing own emotion, male 3.71, female 3.78; managing other emotion, male 3.58, female 3.65 and utilization of emotion male 3.60 and female 3.69.

A positive correlation was found between EI and Grade Point Average (GPA) in the examination. Respondents having high EI score also had a higher GPA.

Positive relationship between stage of study and EI was observed. participants at the stage of dissertation had higher EI score than those who were either at the stage of course work or synopsis writing.

Library anxiety was also found to be related to the score of EI. respondents whose EI score was below $\bar{x}-2s$ had no library anxiety, while those whose EI mean score was $\bar{x} \pm 2s$ had severe library anxiety.

Majority of the respondents i.e. 56.67% possessed moderate level of EI.

Engineering University students possess high EI (47.1%) , as compared to Peshawar university (22.5%) and Agriculture University (18.3%) students.

Differences were found on the sub-factors of EI of the respondents of various university, especially sub-factors such as utilization of emotions and managing own emotion. It was found that Engineering University students can better perceive, manage and utilize their EI than those of Agriculture University and Peshawar university students.

CONCLUSION

Emotions are essential in influencing the way people seek information on Emotional Intelligence (EI) and emotional distress. During the early phases of the information search process, individuals commonly experience emotions of fear and uncertainty. Multiple studies have investigated the correlation between emotional anxiety, performance levels, and intelligence among researchers. These studies have observed that learners' emotional states can impact different outcomes, such as obstacles in the process of searching for information, problems in utilizing information, and issues related to personal information. Existing theories also propose that the efficient element has a substantial impact on the behavior of seeking information, specifically in tasks such as identifying information requirements, acknowledging pertinent information, understanding information, and applying it, all of which are linked to information anxiety. Empirical study provides more evidence to support the connection between Information Search Anxiety (ISA) and its consequences.

In addition, researchers have analyzed the correlation between emotional intelligence (EI) and interpersonal sensitivity and awareness (ISA), suggesting that EI includes the ability to observe, differentiate, and effectively employ emotions to direct one's behavior. The argument posits that Emotional Intelligence (EI) encompasses the abilities to perceive emotions, utilize emotions to enhance cognitive functions, understand emotions, and proficiently regulate them. Moreover, they argue that individuals demonstrate diverse information processing capacities depending on their emotional states.

This study examines the correlation between emotional intelligence (EI) and information anxiety among postgraduate students at three well-known universities in Khyber Pakhtunkhwa, Pakistan. A total of 430 questionnaires were circulated, and 367 replies were selected for study. The study results indicate that the participants had superior levels of intelligence in terms of their ability to perceive and effectively utilize emotions, as assessed by Schutte's Emotional Intelligence Scale. Furthermore, the data suggests that the respondents displayed both intellect

and the capacity to regulate their own emotions and the emotions of others. The average emotional intelligence score falls within the moderate range. Moreover, the study indicated that female participants had somewhat better scores in emotional intelligence (EI) compared to male participants, namely in the domain of emotional usage.

The study examined the differences in Emotional Intelligence (EI) among respondents from engineering, agriculture, and Peshawar universities. The results showed that engineering university students had better average scores than those from agriculture and Peshawar universities, indicating that engineering students have lower levels of Information Search Anxiety (ISA). The study found a clear correlation between individuals' Emotional Intelligence (EI) scores and their Grade Point Average (GPA). Specifically, greater levels of EI were linked to higher GPAs, suggesting a direct association between EI and academic achievement.

RECOMMENDATIONS

The suggestions obtained from this study are based on the perspectives of participants from three notable universities in Khyber Pakhtunkhwa. These proposals have the ability to provide assistance to universities in Pakistan and other nations, particularly in impoverished countries where research students may lack competence in information gathering procedures. Based on the study's findings, we provide both short-term and long-term suggestions. It is crucial to acknowledge that the recommendations derived from the gathered data are preliminary. Further study will be required to improve and enhance them once suitable courses are implemented and competent faculty members are recruited.

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