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Interrelating the Emotional Styles and Social Intelligence of University Students

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ABSTRACT

Emotional Styles and Social Intelligence are significant factors in maintaining a healthy well-being and good interpersonal relationships, which contribute to one's mental health. Due to the changing circumstances, a decline in students' mental health was evident. This study delves into the correlation between Emotional Styles and the Social Intelligence of university students, providing insights into how emotional well-being influences social relationships. A total of 375 university students participated, providing a diverse sample for a comprehensive investigation into these variables. The analyzed data revealed that the level of Emotional Styles is moderately evident among university students, emphasizing social intuition as the highest. On the other hand, there is a slightly high level of Social Intelligence, particularly the social information processing dimension. Pearson r analysis showed a positive correlation between the variables ($p < 0.001$; $r = 0.472$). Furthermore, linear regression analysis highlights social intuition ($p = 0.041$; $t = 2.049$) and sensitivity to context ($p = 0.003$; $t = 2.953$) as significant predictors of Social Intelligence, emphasizing the importance of understanding nonverbal cues and contextual sensitivity in interpersonal interactions. With these results, the research recommends exploring additional factors, such as empathy and self-regulation, on the dimensions of Emotional Styles that could significantly influence Social Intelligence. Moreover, this research might consider increasing the sample size to include more diverse representations from the LGBTQ+ community in their demographic profile.

INTRODUCTION

Healthy emotional well-being leads to a healthy social relationship. Maslow (1943) defined socializing as how interpersonal relationships are developed, preserved, and strengthened. Through this, individuals can learn the language, information, social skills, norms, values, and customs needed to fit in and become a part of a group or community (Hoppner, 2017). Moreover, it is significant for people, especially students, as it can aid them in becoming more emotionally and intellectually competent (Valiente *et al.*, 2020). Amidst its benefits, socialization is influenced by various factors throughout life (Stryzhakov, 2022). These include biological factors, fundamental cognitive functions, cultural background, ecological elements, and understanding of other people's traits and behaviors (Hockenbury & Hockenbury, 2010). Furthermore, a study by Amaliya (2022) found that mental health influences socialization.

In relation, one facet of mental health is emotional well-being — one's capacity to be aware and manage emotions, as well as to cope with challenges throughout life (Sissons, 2022). It comprises a positive affect balance and a cognitive assessment of overall life satisfaction (Keyes, 2003). Lamothe (2019) further discussed that good emotional health contributes to a person's resilience to stress, creating deeper relationships, more energy, and higher self-esteem. Kesebir *et al.* (2019) developed the Emotional Style Questionnaire (ESQ) to measure one's healthy emotionality. Additionally, Murphy (2021) defined Emotional Styles as the distinctive ways that individuals feel and express their emotions, including the capacity to

identify, regulate, and interpret them. Davidson (2012) also defined emotional style as our predictable and habitual response to any momentary emotional state.

Six dimensions of the ESQ were developed – outlook, resilience, social intuition, self-awareness, sensitivity to context, and attention – predicated on a conceptual structure derived from research on emotion conducted in neuroscience, that contributes to happy and healthy emotional well-being. A study by Basson and Rothmann (2017) reported that flourishing students were more likely to have a higher outlook, or the ability to sustain positive emotions over time, through various adaptive positive emotion regulation strategies. Relating to this, the study by Cohn *et al.* (2009) provided a conclusion that positive emotions are a predictor of an individual's resilience, or the capacity for long-term, sustained happiness, and life satisfaction. This also relates to the study of Rustamov *et al.* (2023) which concluded that social connectivity was proven to be an important component in boosting psychological resilience, which in turn improves the psychological well-being of individuals. Furthermore, social intuition, or the extent of sensitivity to nonverbal social cues, was found to have a positive correlation with emotional intelligence subscales such as emotional awareness and empathy skills (Turan *et al.*, 2019). Moreover, Kesebir *et al.* (2019) further explained that highly socially intuitive people are skilled at interpreting nonverbal signs including body language, tone of voice, and facial expressions, as well as inferring social insights based on other people's emotional states, thus, low levels are likely to predict more acute well-being since failing

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to interpret other people's emotions accurately might have serious repercussions for interpersonal interactions. Furthermore, improving one's self-awareness, or the capacity to recognize the physical cues that represent one's emotions, was found to enhance group cooperation skills (Campbell *et al.*, 2022), boost the positivity of the positive appraisal, and raise the negative response to the negative evaluation (Fenigstein, 1979). People who have a high level of sensitivity to context, or the extent to which our social setting influences our emotional and behavioral reactions, understand how to adjust and react to the unspoken guidelines and standards that govern various social contexts (Kesebir *et al.*, 2019). Moreover, attention denotes the capacity to block out external cues and maintain concentration and the majority of students think that multitasking allows them to do more work in less time and that it is a must to cope with the demands of college life (Strom *et al.*, 2023).

In addition, a person's age was found to be significantly correlated with outlook, resilience, self-awareness, and sensitivity to context, while gender emphasized that women scored higher than men driven by social intuition and context sensitivity (Kesebir *et al.*, 2019).

On the other hand, Marlowe (1986) identified Social Intelligence as the capacity to comprehend and respond correctly to the emotions, ideas, and actions of others—including oneself—in social contexts (Eshghi *et al.*, 2013). Studies concluded that one's life and career success is closely linked to social skills, which have grown in relevance compared to academic abilities (Gibb, 2014; Tadjer *et al.*, 2018).

Silvera *et al.* (2001) developed a self-report scale that measures the three areas of Social Intelligence – social skills, social awareness, and social information processing. Riggio *et al.* (1990) defined social skills as any skill or combination of abilities that a person could use to establish, nurture, and uphold connections or communication with others. Social skills are important for students as they play a crucial role in developing their everyday interactions with classmates, families, and teachers at school (Cheung *et al.*, 2017), bridging a positive correlation with self-esteem (Riggio *et al.*, 1990) and a predictor of life satisfaction among college students (Rezaei & Mousanezhad Jeddi, 2018). In addition, Goleman (1995) defined social awareness as the capacity to recognize, comprehend, and address the needs of others (Hubbard, 2021). Chater *et al.* (2023) further identified social awareness as the individual's ability to behave in a way that is appropriate for the time, location, and circumstances. Social awareness has been linked to improved resilience and the ability to create profound relationships, both of which may reduce negative consequences in later life (Dennis, 2022). Furthermore, Iatsevich *et al.* (2017) defined social information processing as the capacity to decipher both verbal and nonverbal cues about interpersonal relationships. Chater *et al.* (2023) further defined social information processing as an individual's capacity to comprehend articles that

contain explicit messages as well as hidden ones, empathy, and verbal or nonverbal cues related to interpersonal relationships. It necessitates self-control, observation, and the capacity to adjust one's actions per social perception and comprehension of other people's intentions (Hansen & Ulrey, 2009).

Correlational studies were found between Emotional styles and Social intelligence. Ross *et al.* (2023) stated that emotional health is associated with the quality of relationships and the capacity for love, indicating that it influences social interactions. Likewise, positive and productive connections with others are more likely to be maintained when we learn to constructively regulate our feelings (Main, 2020). In relation, friendship selection patterns are influenced by emotional well-being, indicating that socializing behavior is influenced by an individual's emotional state (Elmer *et al.*, 2017).

Additionally, various studies have found that the indicators of emotional style and Social Intelligence are also correlated. The study by Zbihlejeva & Birknerova (2022) reported that the Social Intelligence factors and coping strategies, or an individual's resilience, are correlated with each other. In addition, a significant correlation between emotional regulation, social awareness, and social skills was found (Rezaei & Mousanezhad Jeddi, 2018). Furthermore, studies have shown that social intuition positively correlates with Social Intelligence (Novikova & Belyak, 2022; Nuradinov *et al.*, 2023). However, this is opposed by the study of Garipova and Makhubrahmanova (2019) stating that the two variables have no causal relationships. In the study of Bala *et al.* (2019), post-establishing social skills education, significant improvements in self-awareness, empathy, effective communication, and interpersonal relationships were evident and stated in the study. In the Philippines, Yobas *et al.* (2016) concluded in the study that interaction with friends, family, and significant others, self-efficacy, and awareness were significant indicators of psychological well-being, noting that mindfulness was the strongest predictor. The study of Muring (2022) also claimed that social competence, or the capacity of an individual to interact socially, and emotional intelligence are positively correlated.

It was noted that university students experienced emotional challenges during the COVID-19 lockdown due to feeling academically and socially isolated (Visser & Law-van Wyk, 2021). However, the students' psychological needs, specifically their emotional well-being, must still be addressed even post-pandemic (Cajachagua Castro *et al.*, 2023). This continuing problem resulted in university students further developing mental health issues (Amitage, 2023; Lipson *et al.*, 2022; Venable & Pietrucha, 2022). The College Student Mental Health report disclosed that over 51% of 1,000 college students experienced a decline in their mental health during their tertiary education (Bryant & Welding, 2023). Furthermore, a survey revealed that 44% of the students experienced depressive symptoms and 15% had suicidal thoughts among 133 college campuses in 2021-2022 (Bowe, 2023). In addition to

this, students from the Philippines also experienced the same problem during and after the pandemic (Alibudbud, 2021; Malolos *et al.*, 2021; Mendoza *et al.*, 2021; Serrano & Reyes, 2022). These findings highlight the need to raise public knowledge and comprehension of mental health and wellness issues, as well as the significance of eradicating judgment and providing assistance to those who are struggling with mental health issues (R.T. Villarino & M.L. Villarino, 2023). Even though the discussion of emotional well-being is being addressed nowadays, related studies between Emotional Styles and Social Intelligence are limited. Local-related literature was not evident due to the limited sources.

Thus, the study sought to discover the correlation between the Emotional Styles and Social Intelligence of university students. This study is significant in aiding their emotional well-being as well as managing interpersonal relationships. Moreover, it can aid the mental health organizations and the school administration in generating activities and plans to solve these matters. This study can also aid future researchers in generating local studies regarding these problems.

Research Questions

The study generally aimed to determine the following:

1. To determine the level of emotional style of the university students, in terms of:
 - 1.1 Outlook;
 - 1.2 Resilience;
 - 1.3 Social intuition;
 - 1.4 Self-awareness;
 - 1.5 Sensitivity to context;
 - 1.6 Attention.
2. To determine the Social Intelligence level of the university students, in terms of:
 - 2.1 Social skills;
 - 2.2 Social awareness;
 - 2.3 Social information processing.
3. To identify if there is a significant relationship between the Emotional Styles and Social Intelligence of university students.
4. To identify which domain of the Emotional Styles influence the Social Intelligence of university students.

MATERIALS AND METHODS

Research Respondents

The study exclusively involved university students from all year levels and departments during the school year 2023-2024, within the Davao Region. The researchers employed a simple random sampling method, which is crucial for making statistical inferences about a population and ensures high internal validity by minimizing the impact of potential confounding variables through randomization. The respondents comprised 375 college students from a population of 3,868, calculated and validated using Slovin's Formula.

Shown in Table 1 is the frequency distribution of the university students by sex and department. Regarding

sex, it showed that most respondents were females (n=215, 57.3%), while the minority consisted of males (n=160, 42.7%). Moreover, per department, most respondents were from the Department of Criminal and Justice Education (DCJE) (n=95, 25.3%). Following this, recorded responses include the Department of Arts and Sciences (DAS) (n=87, 23.2%), Department of Business Administration (DBA) (n=64, 17.1%), Department of Teacher Education (DTE) (n=58, 15.5%), and Department of Technical Programs (DTP) (n=38, 10.1%). Additionally, the Department of Accounting Education (DAE) (n=33, 8.8%) has the lowest out of

Table 1: Frequency Distribution of the Respondents by Sex & Department

Profile	F	%
Sex		
Male	160	42.7%
Female	215	57.3%
Department		
DCJE	95	25.3%
DAS	87	23.2%
DAE	33	8.8%
DTP	38	10.1%
DTE	58	15.5%
DBA	64	17.1%
Total	375	100.0%

Research Instruments

The instruments administered in this study included The Emotional Styles Questionnaire (ESQ) and The Tromso Social Intelligence Scale (TSIS). In addition, the researchers sought permission from the authors for the questionnaires to be utilized.

The Emotional Styles Questionnaire (ESQ), developed by Kesebir *et al.* (2019), is a 24-item self-assessment tool measuring six dimensions of emotional health, namely: outlook, resilience, social intuition, self-awareness, sensitivity to context, and attention. Moreover, it consists of a 7-point Likert scale labeled as (7) strongly agree, (6) somewhat agree, (5) agree, (4) neither agree nor disagree, (3) disagree, (2) somewhat disagree, and (1) strongly disagree. Previous studies evaluated the reliability of the questionnaire revealing a high internal validity ($\alpha=.92$), with its subscales: outlook ($\alpha=.89$), resilience ($\alpha=.88$), social intuition ($\alpha=.78$), self-awareness ($\alpha=.73$), sensitivity to context ($\alpha=.75$), and attention ($\alpha=.85$) (Kesebir *et al.*, 2019).

On the other hand, the Tromso Social Intelligence Scale (TSIS), developed by Silvera *et al.* (2001), is a 21-item self-report questionnaire evaluating an individual's social intelligence through its three subscales: social information processing, social skills, and social awareness. Furthermore, it also consists of a 7-point Likert scale labeled as (7) describes me extremely well, (6) describes

me moderately, (5) describes me slightly, (4) neither describes me well nor poor (3) describes me moderately, (2) describes me slightly, (1) describes me extremely poor. Prior studies revealed a high internal validity of each subscale encompassing social information processing ($\alpha=.81$), social skills ($\alpha=.86$), and social awareness ($\alpha=.79$) (Silvera *et al.*, 2001).

Moreover, interpretations were developed by the researchers in assessing the mean scores of Emotional Styles and Social Intelligence of the university students.

Table 2: Emotional Styles Mean Interval Interpretation

Mean Interval	Description	Interpretation
6.16-7.00	Strongly Agree	Completely evident
5.30-6.15	Somewhat Agree	Extremely evident
4.44-5.29	Agree	Very evident
3.58 - 4.43	Neither Agree nor Disagree	Moderately evident
2.72-3.57	Disagree	Somewhat evident
1.86- 2.71	Somewhat Disagree	Slightly evident
1.00-1.85	Strongly Disagree	Not evident

Table 3: Social Intelligence Mean Interval Interpretation

Mean Interval	Description	Interpretation
6.16-7.00	Describes me extremely well	Very High
5.30-6.15	Describes me moderately	Moderately High
4.44-5.29	Describes me slightly	Slightly High
3.58 - 4.43	Neither describes me well nor poor	Neither High nor Low
2.72-3.57	Describes me moderately	Slightly Low
1.86- 2.71	Describes me slightly	Moderately Low
1.00-1.85	Describes me as extremely poorly	Very Low

Design and Procedure

This study employed a quantitative approach with a descriptive-predictive research design, intending to determine the correlation between Emotional Styles and Social Intelligence of university students. By utilizing a comprehensive literature review, and validated questionnaires, including the Emotional Style Questionnaire (ESQ) and the Tromso Social Intelligence Scale (TSIS), the researchers were able to gather data from 375 respondents. Before the proper survey, the researchers ensured to address the research adviser and the university’s Dean of the college for utilizing the students as respondents of the study. Then, the researchers conducted a pilot test with n=50 respondents,

with the data acquired from Google form surveys. As it showed a reliable index, the researchers proceeded to the proper survey activity. Before administering the questionnaires to the respondents, the researchers made sure to raise awareness about the informed consent attached on the first page of the paper. Hence, data were gathered from 375 university students. The data gathered were meticulously tabulated and analyzed using Jamovi software, with statistical significance set at $p < 0.05$. Findings were interpreted in light of the study’s primary objective, offering insights into the interplay between Emotional Styles and Social Intelligence among university students and suggesting avenues for future research.

Statistical Treatment

The researchers employed a range of statistical tools to examine the data gathered. To test the normality of the data, the Shapiro-Wilk test was used. The analyzed data was found to be normally distributed as the p-value is above 0.05. Moreover, the Pearson R correlation was utilized to determine the significant relationship between Emotional Styles and Social Intelligence. To specify the dimension predicting the social intelligence of university students, the researchers used Linear Regression, all were computed through the Jamovi software.

RESULTS AND DISCUSSION

Emotional Styles of the University Students

Indicated in Table 4 is the analyzed data gathered to assess the university students’ Emotional Styles according to the six criteria: outlook, resilience, social intuition, self-awareness, sensitivity to context, and attention. The overall level of Emotional Styles implied that university students exhibit good resilience to stress, creating deeper relationships, positive attitudes, and increased self-worth (Schutte *et al.*, 2002; Lamothe, 2019). Out of the six indicators, social intuition ($\bar{x}=4.71$, $SD=0.917$) has the highest mean score implying that they possess immediate understanding without conscious reasoning (McCrea, 2010) and may deduce information based on their judgments (Plesa, 2024), which indicates that it is very evident among university students. Likewise, socially intuitive individuals were found to be highly sensitive to the emotions of others and understand their perspectives on a situation (Turan *et al.*, 2019). Moreover, outlook ($\bar{x}=4.55$, $SD=0.973$) and self-awareness ($\bar{x}=4.49$, $SD=0.939$) are also observed among the university students. On the contrary, the level of sensitivity to context ($\bar{x}=4.17$, $SD=1.036$) is found to be moderately evident, indicating that the actions of university students may frequently be interpreted as insensitive or improper due to their lack of sensitivity to the surrounding environment (Kesebir *et al.*, 2019). In addition, these individuals are found to be less likely to seek out and reflect on peer evaluations, refraining from conforming to society (Chen *et al.*, 2016). This implies that while they possess the capacity to empathize and acknowledge what other people feel, they often struggle to interpret social cues.

Table 4: Level of Emotional Styles of University Students

Indicator	\bar{x}	SD
Outlook	4.55	0.973
Resilience	4.42	0.907
Social Intuition	4.71	0.917
Self-Awareness	4.49	0.939
Sensitivity to Context	4.17	1.036
Attention	4.24	0.956
Total	4.43	0.792

Social Intelligence of the University Students

Indicated in Table 5 is the analyzed data gathered to assess the university students’ Social Intelligence according to the three criteria: social skills, social awareness, and social information processing. The analysis suggests that, on average, university students have a slightly high level of Social Intelligence, showing that university students can understand and respond correctly to the feelings, ideas, and behaviors of others (Eshghi *et al.*, 2013). Specifically, social information processing (\bar{x} =4.75, SD=1.020) has the highest mean score, implying that university students can adjust their actions per social perception and comprehension of other people’s intentions (Hansen & Ulrey, 2009) by deciphering both verbal and nonverbal cues (Ialsevich *et al.*, 2017). Moreover, upon exhibiting appropriate responses in social situations, individuals with high intuition and judgment personalities possess rational and controlled thinking and consider possibilities without immediate judgment (Edwards *et al.*, 2002). However, both social skills (\bar{x} =4.43, SD=0.831) and social awareness (\bar{x} =4.29, SD=0.963) fall within a neutral range and are perceived to be average, with room for improvement. This indicates that university students have minimal capacity to recognize, comprehend, and address the needs of others (Goleman, 1995; Hubbard, 2021) and thereof, have neither high nor low ability to behave in a way that is appropriate for the time, location, and circumstances (Chater *et al.*, 2023).

Table 5: Level of Social Intelligence of University Students

Indicator	\bar{x}	SD
Social Skills	4.43	0.831
Social Awareness	4.29	0.963
Social Information Processing	4.75	1.020
Total	4.49	0.789

Correlation between Emotional Styles and Social Intelligence

Table 6 summarizes the Pearson R analysis between university students’ Emotional Styles and Social Intelligence. The results showed a significance with a p-value (<0.001), that is less than the 0.05 significance, with a moderate positive correlation coefficient of r =.47, thus rejecting the null hypothesis. This indicates that the

Emotional Styles of university students influence their Social Intelligence. The study’s findings are reinforced by several research studies that illuminate the relationship between emotional well-being and social dynamics. Ross *et al.* (2023) highlighted the significant impact of emotional health on the quality of relationships and the capacity for love, indicating its profound influence on social interactions. Additionally, Main (2020) emphasized the importance of constructive emotional regulation in fostering positive and lasting social connections. Furthermore, Elmer *et al.* (2017) illustrated how emotional well-being affects friendship selection patterns, suggesting its role in shaping individuals’ social behaviors and network formation. Moreover, Muring (2022) discovered a positive association between emotional well-being and social competence, suggesting that individuals with better emotional health tend to navigate social interactions more effectively. This association is further supported by research indicating that mindfulness and self-efficacy play facilitating roles in promoting emotional well-being and enhancing social competence (Klainin-Yobas *et al.*, 2016).

Regression Analysis

Table 6: Pearson R correlation analysis between the variables

Independent variable	Overall Social Intelligence		
	r	p-value	remarks
Emotional Styles		<0.001	significant

Table 7 shows the regression analysis for variables predicting the Social Intelligence of students. It indicates two significant factors predicting students’ Social Intelligence. Linear regression, with the coefficients of correlation applied with the significance, was tested at the level α =0.05. These subscales were resilience (p =0.776), self-awareness (p =0.512), attention (p =0.393), outlook (p =0.118), social intuition (p =0.041), and sensitivity to context (p =0.003), from the highest value to the lowest value, respectively.

Results revealed that 23% of the variance is explained by the six predictors, $F(6, 368)=18, p<0.001$. Specifically, social intuition (β =0.12, t =2.049, p =0.041) and sensitivity to context (β =0.14, t =2.953, p =0.003) are positively associated with social intelligence. On the other hand, outlook (β =0.09, t =1.563, p =0.118), resilience (β =0.02, t =0.285, p =0.776), self-awareness (β =0.04, t =0.656, p =0.512), and attention (β =0.05, t =0.846, p =0.398) are negatively related. This suggests that individuals who are aware of subtle social cues and are attuned to their social environment tend to possess higher levels of social intelligence (McGhee *et al.*, 2015; Van Bavel *et al.*, 2016; Yamashita *et al.*, 2016; Waddup *et al.*, 2021).

The study found that being good at understanding nonverbal social cues predicts how well someone can handle social situations (Novikova & Belyak, 2022; Nuradinov *et al.*, 2023). This means people who can read others’ body language tend to be better at managing relationships. It also showed that being good at this skill is linked to being

more aware of emotions and being empathetic (Turan *et al.*, 2019). Additionally, people who are naturally intuitive in their personalities tend to be better at processing social information (Mega & Volz, 2017; Garrison & Melendy, 2022). The study also pointed out the importance of

being sensitive to social rules in handling relationships and different situations (Waddup *et al.*, 2021; Ibañez & Manes, 2012). Lastly, it suggested that changing how people see others' feelings and thoughts could improve their social skills (Lieberman, 2006).

Table 7: Regression analysis

Predictor	Estimate (β)	SE	t	p
Outlook	0.0946	0.0603	1.568	0.118
Resilience	0.0190	0.0666	0.285	0.776
Social Intuition	0.1241	0.0606	2.049	0.041
Self-awareness	0.0411	0.0627	0.656	0.512
Sensitivity to Context	0.1409	0.0477	2.953	0.003
Attention	0.0501	0.0846	0.846	0.398

CONCLUSIONS

This study investigated the relationship between Emotional Styles and Social Intelligence among university students. This research analyzed various dimensions of emotional expression and social adeptness to uncover nuanced patterns and connections. Initially, the research revealed that university students generally exhibit moderate levels of Emotional Styles. Based on the results, students generally cope well with stress and don't often get overwhelmed by negative feelings. However, they sometimes struggle to act appropriately based on their understanding of others' emotions. Evaluations of Social Intelligence underscored students' competence in socializing and communicating effectively. While students excel in communication and interpersonal connections, there is scope for improvement in their capacity to recognize and address the needs of others. Notably, individuals with strong emotional regulation skills also demonstrate enhanced social abilities. However, there appeared to be a discrepancy in their proactive engagement and sensitivity to others' needs.

The research also uncovered a positive link between Emotional Styles and Social Intelligence, underlining the crucial role of emotional well-being in deepening one's comprehension of others. Furthermore, Linear Regression, underscored the importance of understanding nonverbal cues and managing behavior in improving overall social intelligence. This implies that being able to interpret nonverbal cues and regulate one's behavior significantly contributes to enhancing overall social intelligence. In conclusion, these results highlight the significance of fostering empathy and improving emotional self-regulation among university students. By increasing their emotional understanding and carefully considering their responses before acting impulsively, students can strengthen their relationships and handle social situations more effectively. This understanding offers valuable direction for interventions aimed at advancing students' socio-emotional growth and cultivating nurturing academic and social atmospheres within universities.

RECOMMENDATIONS

Based on the gathered data and analyzed results, researchers propose the following recommendations and suggestions: In the realm of mental health, it is recommended that agencies like the Philippine Mental Health Association (PMHA) integrate programs aimed at improving emotional awareness, regulation, and expression for individuals seeking assistance. These agencies can empower individuals to navigate their emotions more effectively and enhance their overall well-being. Furthermore, in the academic sphere, university administrators are encouraged to collaborate with the university's guidance and counseling services and student organizations to facilitate workshops or seminars. These sessions should tailor-fit social skill-building activities designed to enhance emotional and social intelligence. This can include activities such as perspective-taking, problem-solving tasks, team-building exercises, and mindfulness exercises. Parents and guardians should be equipped with awareness and tools to facilitate open conversations with their children about emotional well-being. This not only strengthens the parent-child bond but also empowers children to express themselves authentically and seek assistance when facing emotional challenges. Future researchers with similar interests should consider using this research study as a reference. However, it's crucial to remain mindful of the study's limitations and identify any existing gaps. Researchers are encouraged to explore additional factors of emotional styles such as empathy and self-regulation which may contribute to the influence of social intelligence. Additionally, employing a larger and more inclusive sample size, which includes the LGBTQ+ community, will provide more accurate insights and findings.

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