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ДИПЛОМНА РОБОТА

на тему: «Роль соціального та емоціонального інтелекту студентів ЗВО в освітньому процесі (на прикладі китайських університетів)»

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АНОТАЦІЯ

магістерської дипломної роботи на тему

«Роль соціального та емоціонального інтелекту студентів ЗВО в освітньому процесі (на прикладі китайських університетів)»

Робота містить 104 сторінки, 12 таблиць, 1 рисунок, список літератури з 80 найменувань (на 10 сторінках) та 2 додатки (на 7 сторінках).

Метою дипломної роботи є аналіз значущості та важливості соціального та емоційного інтелекту в освітньому процесі студентів вищих навчальних закладів та дослідження факторів впливу.

В дослідженні здійснено оцінку емоційного і соціального інтелекту китайських студентів коледжу, вивчено регіональні відмінності та розглянуто проблеми у розвитку цих навичок. Використовуючи анкети на трьох рівнях коледжу, ми аналізуємо такі фактори, як вік, соціальний клас і стать, досліджуючи кореляції з академічною та соціальною успішністю студентів. Отримані результати дозволяють надати рекомендації щодо підвищення емоційного та соціального інтелекту студентів коледжу.

Ключові слова: емоційний та соціальний інтелект, навчальні досягнення, соціальні досягнення, соціальна тривожність.

Рік виконання роботи – 2023, рік захисту – 2023.

ABSTRACT

Master's thesis

“The Role of University Students’ Social and Emotional Intelligence in the Educational Process (on the Example Chinese Universities)”

The thesis consists of 104 pages, 12 tables, 1 figure, 80 references (on 10 pages) and 2 appendices (on 7 pages).

The aim of this thesis is to analyse the significance and importance of social and emotional intelligence in the educational process of university students and to explore the influencing factors.

This study assesses emotional and social intelligence among Chinese college students, examines regional variations and addresses challenges in fostering these skills. Utilizing questionnaires across three college levels, we analyze factors such as age, social class, and gender, exploring correlations with students’ academic and social performance. The findings provide for making recommendations for enhancing college students' emotional and social intelligence.

Keywords: emotional and social intelligence, academic achievements, social achievements, social anxiety.

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INTRODUCTION

Since Carnegie's 1936 manifesto "How to Win Friends and Influence People" and the publication of Steven Covey's "The Seven Habits of Highly Effective People", the development of social and emotional intelligence has been recognised as the key to success in the workplace and in life.

The language used to describe these two terms varies depending on the author's discipline or the cultural context of the dialogue. However, they are not fundamentally different. In the business world, the term 'emotional intelligence' predominates, while scholars tend to use the term 'non-cognitive skills'. Terms such as "soft skills", "employability skills" or so-called "21st century skills" are used by workforce development professionals. In the field of youth development and educational psychology, the terms "perseverance, resilience and future orientation" all refer to the same set of human capabilities. These different fields of research and expertise all focus on emotional and psychosocial mastery. Such mastery encompasses a wide range of attributes and skills: perseverance, motivation and self-discipline; interpersonal skills such as communication, negotiation, teamwork and team-building itself; and adapting to changes in the external environment while maintaining self-efficacy.

Incorporating the development of social and emotional intelligence into school curricula has also become the consensus of a growing number of higher education practitioners, reflecting the importance placed on its preparation for higher education and careers. In terms of current research, efforts to cultivate

social and emotional intelligence have manifested themselves in career and college readiness standards and interpersonal learning standards, as well as a focus on experiential modes of learning in traditional educational settings, including strategies such as problem-based learning, service learning, or education through work experience.

Educators are increasingly recognising that success in higher education and the workplace depends not only on subject-specific content knowledge, but also on non-cognitive skills. Economic research has demonstrated the positive impact of social and emotional skills on productivity, wages and health, and one high school teacher offered this perspective during a US Senate committee hearing on the reauthorisation of the employment language in the Perkins Act: "We have been hired for social-emotional skills, promoted for social-emotional skills, and fired for social-emotional skills [9]. "

There are, of course, compelling reasons to believe that a university education has the potential to achieve great results in the development of social and emotional intelligence in students. Such competencies include self-awareness, self-regulation, motivation, empathy and social skills, as defined by Daniel Goleman [44]. The renowned Collaborative for Academic, Social and Emotional Learning (CASEL) have adopted a similar model, focusing on five core competencies: self-awareness, self-management, responsible decision making, interpersonal skills and social awareness.

However, there are a number of preliminary contradictions between theory and practice that stipulate the relevance of this research, among them are the

following:

1. Although there has been a gradual recognition of the importance of social and emotional intelligence worldwide and training opportunities have been provided, most universities still do not have assessment criteria that specifically address social and emotional intelligence as a key element in higher education planning and institutional assessment.

2. In countries where 'teaching to the test' is more prevalent, the development of social and emotional intelligence is part of 'quality education'. There is a lack of awareness of this throughout the student's educational process, particularly in Asian countries. This is especially true in Asian countries.

3. In China, due to its extensive and long history, the etiquette and customs of different regions can be very different, so the display of social and emotional intelligence of university students needs to be changed according to the situation and uniform evaluation standards cannot adapt to the diverse culture.

Therefore, the relevance of the problem, the insufficiency of the current level of theoretical and practical development of educational science, and the objective need to solve the identified contradictions have stipulated the choice of the research topic.

The aim of this paper is to analyse the significance and importance of social and emotional intelligence in the educational process of university students, to explore the evaluation and opinions of universities and students in different economic development regions in China, and to provide possible recommendations for the implementation of social and emotional competence in higher education

institutions taking into account regional specificity.

The aim of the research is achieved through the following objectives:

- to find out how China and the rest of the world perceive the development of social and emotional intelligence of university students based on the analysis of scientific literature;
- to identify basic concepts and terms of the research area and provide their definitions;
- to determine the relationship between social and emotional intelligence;
- to make recommendations on how universities in different cultures can contribute to acquiring social and emotional intelligence skills for students.

The object of the research is the role of social and emotional intelligence in university students as an integral part of personal development in the process of higher education.

The subject of the research is the ways of developing university students' social and emotional intelligence skills in higher education institutions in China and other countries.

In the course of our research such methods as analysis, classification, comparison, induction, collation, generalization have been used to elucidate the essence of the concepts in question and to illustrate the universal role of university students' social and emotional intelligence in the process of teaching and learning. On the basis of the inductive approach, the methods of developing social and emotional intelligence of university students in accordance with China's national conditions have been summarized.

The theoretical significance of this paper is determined by an attempt to place the importance on the role of university students' social and emotional intelligence as a prerequisite for improving quality of modern higher education institutions around the world.

The practical significance of the obtained results is to make suggestions for the evaluation of university students' social and emotional intelligence level and to try out the relevant useful initiatives for their development on the basis of analyses of domestic and foreign models of acquiring social and emotional intelligence skills.

The obtained results can be introduced into the educational process of higher education institutions.

The present paper consists of an introduction, a main part, general conclusions, a list of references and appendices. The main part of the paper consists of 98 pages. The structure contains title page, introduction, main section, conclusion, references and appendix.

CHAPTER 1

THEORETICAL FOUNDATIONS OF RESEARCH ON SOCIAL AND EMOTIONAL INTELLIGENCE OF COLLEGE STUDENTS IN HIGHER EDUCATION

In this chapter, the current status of social and emotional competence among contemporary Chinese university students will be illustrated by listing the requirements for social and emotional competence in modern society and compiling the relevant concepts and assessment models from current international research, thereby demonstrating the overall importance, relevance and inconsistencies in the current assessment system of social and emotional development for work and life success.

1.1 The development of social and emotional intelligence

Today, there is a growing recognition that intellectual learning alone is not enough and that social and emotional competencies are key to human well-being and success. UNESCO's Education 2030 Programme of Action clearly articulates the need to focus on the development of both cognitive and social-emotional competencies [3]. This is because social-emotional competencies ensure that one can enjoy oneself and live in harmony with others in an ever-changing era, and achieve the construction of sociality in students, forming a healthy body, sound mind and positive emotions, which is conducive to their educational well-being

and mental health.

However, such a change in the educational community or in the consensus of society as a whole has occurred after about three shifts.

The first shift was from the cognitive to the affective. That is, the scientific community began to expand from the study of intelligence to non-intellectual factors, and gradually focused on social and emotional intelligence.

At the beginning of the 20th century, child psychology and the study of intelligence developed considerably. Intelligence testing became a central focus of research in the field of psychology, and numerous intelligence testing movements emerged.

Among them, the American psychologist Edward L. Thorndike's theory of "connectionism" and his study of learning had a significant impact on the formation of early theories of intelligence. He emphasised the importance of learning and experience for intelligence. At the same time, he developed a variety of tests and measurement tools to assess intelligence and aptitude. He even played a role in the creation of the Army's Alpha and Beta tests during the First World War [1].

The heyday of intellectual testing began in the Second World War and was an effective and successful attempt to select large numbers of qualified munitions personnel on a large scale in a short period of time. This experiment became an important part of American society and culture after the war. As a result, scores on individual or group tests became the primary basis for career choice, placement, and prediction of life achievement in the field of psychoeducation and throughout

life.

In the American historian Lagman's book "An Elusive Science: The History of the Constantly Troubled Study of Education", there is a very significant sentence: "Thorndike's success and Dewey's failure were the major events that shaped the study of education" [27]. It shows that there was a very high level of attention to IQ at the beginning of the 20th century and even looking back over the entire 20th century, there was a similar dynamic.

The psychologist Ash (Ash, M.) studied American educational psychology textbooks from 1954 to 1983 and did a good quantitative analysis. As a result of his research, he found that the main focus in American textbooks was on intelligence, memory and forgetting, a situation that peaked in the 1960s and 1970s [28]. There was very little research on emotions and personality, and this study also shows that the 20th century focused on intelligence rather than emotional intelligence.

However, due to the lack of comprehensiveness of traditional intellectual tests, which mostly measure verbal and mathematical-logical skills that are closely related to academic performance, the narrow theory of intelligence cannot truly reflect a person's intellectual ability and is increasingly unable to adapt to the diversified assessment standards of society's demand for talent.

Therefore, the concept of "intelligence" has evolved in the course of historical research in two ways. On the one hand, the understanding of intelligence goes beyond the dimension of "cognition" and emphasises more and more on the "emotional" dimension of intelligence, which lays a good foundation for the

concept of "emotional intelligence". This has laid a good foundation for the concept of "emotional intelligence".

On the other hand, the continuous emergence of psychological knowledge has also challenged the traditional view that intelligence is innate and unchangeable, and more and more emphasis has been placed on the fact that intelligence is the result of the interaction between heredity and the environment, and that it is a comprehensive expression of character and ability. This deepening and broadening of concepts has laid a good foundation for psychological research to be put into practice in the field of education.

With the development of the concept of intelligence, there is a growing acceptance of the view that intelligence is not single but multiple [2]. 1963 American psychologist Cattell proposed fluid intelligence and crystalline intelligence; in 1983 American Harvard University psychologist Gardner put forward the theory of multiple intelligence, proposing that human beings have nine kinds of intelligence, among which there is one kind of intelligence which is personal intelligence, and it includes introspective intelligence and interpersonal intelligence [15]. In 1985, Stenberg, a psychologist at Yale University in the United States, proposed the triadic intelligence theory, which is linguistic intelligence, problem-solving intelligence and practical intelligence [24].

Multiple intelligence theory laid the foundation for the concept of emotional intelligence [32] and in 1990, New Hampshire and Yale University psychologists Salovey and Mayer (J.D.) proposed the term "emotional intelligence" [47]. At the time, emotional intelligence was defined as the ability to distinguish between one's

own emotions and those of others, and to use those emotions to guide one's thinking and fuel one's actions [32].

From the 1960s, when the concept of emotional intelligence existed but was not recognised, to the 1990s, when it was recognised, this was the first shift in the definition of "intelligence", from cognitive intelligence to emotional intelligence.

The second shift was from psychological research to pedagogical practice, transforming it from an academic concept to a concept of time.

Meyer's theory of "emotional intelligence" has evolved over the years, and in 1995, Daneil Goleman, D., a psychologist at Harvard University and a columnist on behavioral and brain sciences for The New York Times, compiled some of the esoteric academic results of research on emotional intelligence into a very popular book "Emotional Intelligence" [18]. According to Goleman, emotional intelligence consists of at least five competencies: awareness of one's own emotions, appropriate management of emotions, self-motivation, awareness of others' emotions, and interpersonal relationships [4].

The definition of emotional intelligence summarised in this book goes beyond the traditional psychological definition of emotional intelligence; it is no longer confined to the traditional attribution of emotional intelligence to the ability to perceive, use and understand, and manage emotions, as well as to utilise emotions and reason about reason, but it also mixes and incorporates other personality traits including persistence, enthusiasm, optimism and self-confidence. This expansion had the great effect of pushing emotional intelligence as an academic concept into a practical one, from the field of psychology into the field of education. This was

met with a tremendous response and unprecedented popularity in primary and secondary schools at the time, and immediately gained traction around the world.

After 10 years of research on emotional intelligence, Salovey and Meyer provided a more comprehensive elaboration of the meaning of emotional intelligence in 1996 [23]. The revised concept of emotional intelligence encompasses four areas of competence: the ability to perceive, assess and express emotions, the ability to promote emotions in the thinking process, the ability to understand and analyse the knowledge gained about emotions, and the ability to regulate emotions in a mature manner [24].

Thus, there is a second shift from "intelligence" to "ability". This is reflected in the shift from intellectual testing to educational practice, from a focus on the individual to an increasing focus on the group, and from the therapeutic model of psychology to the preventive and growth model of education.

Early social-emotional intelligence development focused on the development of social and emotional competence and the enhancement of an individual's resilience to be used as a tool to promote positive outcomes and prevent unfavourable ones [33]. Psychologists of the time used behavioral checklists to assess a person's social and emotional competence, focusing on correcting undesirable behaviors and emphasizing compensatory education for disadvantaged learners. However, this compensatory education for social problems was criticized, with the first critique rejecting the pathology-focused approach to mental health education, arguing that it could not reach all those in need of services. The second critique attacks the inefficiency of reactive treatments for students' deficient

behaviors. It is advocated that there should be a focus on the influences behind deficient behaviors (e.g., well-being, life satisfaction, sense of belonging) beyond the narrow approach to education.

As the focus of educational theory and practice on the development of social-emotional intelligence has deepened, and the role of social and emotional abilities in the all-encompassing development of an individual's educational attainment, employ-ability, civic behaviour, and physical and mental health and well-being has been increasingly understood, a paradigm shift has occurred in the field. There has been a shift from an initial focus on problem behaviors and at-risk students to a focus on the impact of social and emotional competence on children's holistic development and overall well-being, and a shift from an initial focus on screening for vulnerabilities and cures to more general preventive and promotive actions.

At the national level, especially in developed countries, social and emotional competence has been prioritised as a policy development area. In the U.S., legislation was enacted in 2011 and a specific bill was released in 2015 to make explicit provisions for social and emotional learning (SEL).

By 2020, 20 states in the U.S. have adopted K-12 learning standards for social and emotional learning, and 50 states have adopted pre-school standards for SEL. In the U.K., the Department for Education and Skills (DfES) has continued to promote the SEAL programme in primary and secondary schools since 2005, with 70 percent of secondary schools and 90 per cent of primary schools in England participating in the programme.

China is also in the process of continuing to promote the programme, and in 2021 we released the first ever assessment report on the social and emotional competence of Chinese adolescents, formally starting a new journey of the emotional turn in China.

In the process, there are some differences in the exploration of social-emotional intelligence in different countries because of cultural and other social reasons. Some are government-driven, some are professional organizations, and some are social forces. Colombia, for example, is a national effort to promote it. There is also the leadership of professional organizations, which mainly refers to some professional institutions, such as internationally renowned universities that have established relevant research centres to actively promote social and emotional research and practice. There is also the promotion of social forces, mainly by foundations and associations, like the Forum of Thirty Chinese Educationists, which is promoting its work with social forces.

In terms of development stages, before 1994, it was mainly led by academic forces, and from 1994 to 2014, it entered the period of specialisation, and from 2014 to 2021, it entered the period of standardisation, in which the government played a great role in the process.

After 2021, social and emotional intelligence enters the era of globalisation, a period in which international organizations play an important role. The United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNICEF promote social and emotional learning programmes in more than 170 countries. The International Organization for Economic Co-operation and

Development (OECD) released an influential report, *Skills for Social Progress: Social and Emotional Power*, in 2015, which clearly pointed out that social and emotional competence is the core soft power of the 21st century, and then launched a large-scale assessment of social and emotional competence for adolescents globally, and released the first round of the global assessment report in 2021, which began to vigorously implement social and Emotional Competence assessment and practice.

This marks the beginning of a major international push for social and emotional intelligence beyond the national level. In other words, it has become a global policy reform movement that aims to move beyond the traditional utilitarian and instrumentalist values, and the over-emphasis of human capital on the economic function of education, to an increasing emphasis on the role of education in promoting the social and emotional development and well-being of human beings.

It is worth noting that throughout the development of the concept there have been influences from other fields.

Research in health psychology has shown that the psychological health of an individual is measured in terms as follows: (1) the individual's ability to adapt to the social environment; (2) the individual's ability to resist strong and chronic mental stimuli that come by chance; (3) the individual's ability to self-control and self-regulate of mental activities; (4) the internal coordination of the individual's mental activities; (5) the individual's level of self-consciousness; (6) the individual's ability to interact socially; (7) the individual's acceptance of cues; (8)

the individual's ability to recover from psychological trauma after exposure to mental stimuli. From the viewpoint of these research scopes, they have many common elements with the contents of social and emotional intelligence theories.

Modern neuroscience has also made some contributions to this. J. Ledoux and others at the Neuroscience Centre of New York University in the United States have used brain imaging technology and computer simulation to make unprecedentedly accurate maps of functioning brain activity, revealing the relationship between emotion and cognition [61].

Their study showed that the hippocampal gyros, long regarded as a major structure of the limbic system, appears to be more closely related to perceptual abilities than to emotional responses [46]. Leducus discovered a direct pathway between the thalamus and the amygdala that carries emotional information, and that the transfer of information to the amygdala through this "shortcut" is two to three times faster than the originally known emotional information from the thalamus to the cortex, and then from the cortex down to the hippocampus and the amygdala [19]. This means that even when parallel signals are sent between the amygdala and the neocortex, the amygdala can decide how to respond first. This revolutionary research has deciphered the neural mechanism by which emotion overrides reason, revealing the secret of the separation and interaction between emotion and reason, and providing a physiological basis for the theory of emotional intelligence.

In summary, the social awareness of the development of social and emotional intelligence has evolved from an initial neglect to a focus on globalization, with

multiple fields of research adding to and contributing to this.

1.2. Profile of university students in China and other countries under modern demands

In the midst of sudden changes in the social environment, there is a wealth of evidence that social and emotional competence has a significant impact on many important life outcomes, such as educational achievement, work employment, health or personal well-being. In terms of educational achievement, there is a positive correlation between social and emotional competence and academic performance. Research has shown that students with higher levels of social and emotional competence are less likely to engage in truancy, poor social behaviour, and tend to have higher academic achievement; for work, social and emotional competence is positively correlated with a number of positive and adaptive traits in the workplace, such as interpersonal sensitivity, pro-social tendencies, emotional stability, and adaptive defence styles. Beyond that, social and emotional competence is even more highly correlated with broader quality of life (e.g., mental health and subjective well-being) than it is with IQ or other cognitive skills.

However, with the alienation of interpersonal relationships brought about by the network era, social relationships in the traditional sense, such as geographical, academic, industrial, professional and social, are weakening and disintegrating day by day, and the following changes have taken place in the social needs of college students in modern society, taking Chinese college students as an example:

First, low social needs and low desire for interpersonal relations. With the development of society and the poor spread of certain network information, people tend to have "low desire" under the heavy burden of life and study, and become more and more confused about social activities, especially some young people are more accustomed to using low desire, decadence, "lying flat", "Buddhist" to describe the internal low motivation state.

American psychologist David McClelland believes that people have the basic achievement motivation, power motivation and affiliation motivation to provide the internal drive to move forward. However, when human desires are over-amplified in modern society, people begin to live a "low-desire life". Low achievement motivation, so lying down; low power motivation, so not interfering with each other; low social motivation, so constructing boundaries. Young people's social anxiety is not a psychological sense of social interaction anxiety disorder, but try to avoid social interaction, get rid of useless social interaction, from face-to-face social interaction to the network directly "open circle" [21].

Second, as the sense of boundary. Interpersonal boundaries is the ability to be aware of "self" and "others", infants 5 months old can clearly distinguish between "self" and "others" with the skin wrapped around themselves. At 5 months of age, infants can clearly distinguish between "self" and "other" by their skin-covered selves, thus establishing the concept of physical boundaries. Interpersonal boundaries are flexible and can be psychologically differentiated. Young people reject or even resent all boundaryless, sticky relationships and remain detached from them. But this is a good reflection of the modern student's need for

appropriate social and emotional intelligence.

The reasons for this are that the development of intelligent devices in the network era, the isolation life brought about by years of epidemics and other geographical reasons are the reasons why the social and emotional abilities of contemporary college students have been reduced. The specific analyses are as follows:

Firstly, the network community squeezes the acquaintance society and reorganises the life routine. Compared with the traditional acquaintance society, the superposition of stranger interaction and acquaintance society in the network builds up the daily life together, and the cyberspace reorganises and deconstructs the daily life to a large extent.

Under traditional social and natural economic conditions, in order to resist natural and man-made disasters and all kinds of risks, people need alliances, emotional alliances, economic alliances, and relational alliances. In the traditional life of the past, most people gathered in villages to live in groups, and the economic community was also a community of life, culture, relationship, and emotion, in which people could seek their own development and self-circulation, and build a stable social and psychological structure.

In the era when market rules and commodity exchange are not yet mature, the acquaintance society becomes a guarantee for the fulfilment of long-term agreed behaviours through the bond of emotion and relationship. Acquaintance society requires the maintenance of interpersonal relationships, the exchange of friends, the support of kinship families, and the formation of associations through fixed

rituals. This dense human network forms a psychological and social support network with a relative sense of security, and when in trouble or in need of help, the human network shows its huge vitality and support, which is the basic interpersonal and human capital needed by individuals.

However, with the rapid acceleration of social mobility, the closed social structure is rapidly disintegrating, the open and pluralistic society is gradually formed, and the commodity service improves the overall efficiency of social operation and weakens the traditional rules of life. In addition to the ubiquitous convenience of the network community, it allows people to get attention anytime, anywhere, and can be heard and seen at any time, the Internet provides more and more resources and information, without relying on the acquaintance of the community can still be free to go it alone, and can even be independent of the integrity of a systematic project.

Secondly, there is a modern shift in the low demand for individual social interaction. Relationships are a basic element and an important resource deeply rooted in history and culture, and after a great transformation from tradition to modernity, people's cultural values and personalities have transitioned to a modernity of affirmative and openness, independence and self-care, and young people's openness, inclusiveness, and pluralism in adapting to the needs of modernisation have increased, with individuals' independently constructed selves increasing and interdependently constructed selves weakening.

Thirdly, there is a lack of personal awareness of the importance of social and emotional competence. Most students do not have an accurate level of awareness

of their own feelings, nor are they able to recognise the needs or desires of others through the subtle signals of interpersonal interactions [16]. This is a good indication that college students lack awareness of self-awareness and interpersonal aspects and do not place them in an important position. In addition, the environment also has an important influence on the physical and mental development of human beings, and the family of origin plays a subtle role in the cognitive development, behavioral formation and habit cultivation of college students. Differences in family economic conditions, cultural atmosphere, educational concepts, educational methods, etc. lead to differences in the social and emotional intelligence levels of college students growing up in different family environments.

The social and emotional abilities of urban college students are generally higher than those of rural college students, which indicates the influence of students' family environment. The family atmosphere, parents' education level, parents' values, and the degree of social contact of students are all higher than that of rural college students. In open and more educated families, they receive relatively more teaching by words and example, which may play a certain role in the enlightenment of college students' emotional intelligence.

Fourthly, there is a lack of relevant cultivation planning in the universities concerned. The economic foundation determines the superstructure. In China's second-tier cities and below, as economic development is still the most important topic in a city, it extends to the local education environment that pays more attention to practical knowledge output, and doesn't or seldom build up literacy

training, such as the cultivation of social and emotional intelligence, and also lacks the expression of the requirements for the cultivation of emotional intelligence. Even in courses such as career planning or mental health education for college students, due to the lack of attention in schools, the lack of professional staff to plan and integrate these courses, and the teaching of teachers is a mere formality, which fails to meet the requirements of improving students' social and emotional intelligence.

Based on the above problems, social and emotional intelligence education for college students becomes particularly important.

1.3. Models of social and emotional intelligence

Peter Salovey and John Mayer defined emotional intelligence as "the ability to monitor one's own emotions and those of others, to distinguish between different emotions and label them appropriately, and to use emotional information to guide thought and behaviour" [54]. This definition was later broken down and distilled into four proposed competencies: perceiving, using, understanding, and managing emotions [3]. These abilities are unique and related. Social and Emotional Intelligence also reflects the ability to join intelligence, empathy and emotion to enhance thoughts and understanding of interpersonal dynamics. Multiple models are emerging in the study of emotional intelligence and the practice of developing social and emotional skills and competencies, and there are currently three main models:

1. Competency Model

"Competency Model" is derived from Salovey and Mayer's definition of emotional intelligence. Competency Model views emotional intelligence as the ability to perceive, understand and regulate emotions for personal growth [19]. It views emotions as a source of information that helps individuals navigate their social environment, and measurement tools using the competency model tend to focus on the ability to perceive and understand existing social norms.

The model proposes that individuals vary in their ability to process emotional information and in their ability to link emotional processing to broader cognition. The model claims that social and emotional intelligence consists of four areas:

- perceived emotions - the ability to detect and decipher emotions in facial pictures, sounds and artifacts, and the ability to recognize one's own emotions. Perceiving emotions represents a fundamental aspect of emotional intelligence because it makes possible all other processing of emotional information;

- using emotions - the ability to use emotions to facilitate a variety of cognitive activities (e.g., thinking and problem solving) [58]. An emotionally intelligent person can make the most of his or her changing mood to best suit the task at hand;

- understanding emotions - the ability to understand the language of emotions and appreciate the complex relationships between emotions. Understanding emotions includes, for example, the ability to be sensitive to subtle changes between emotions and the ability to recognize and describe the evolution of emotions over time;

- managing emotions - the ability to regulate one's own emotions and those of others. Thus, emotionally intelligent people can harness emotions, even negative emotions, and manage them to achieve desired goals.

In research, competency models have been criticized for their lack of predictive validity for faces and workplaces. However, in terms of construct validity, aptitude tests have an advantage over self-report scales because they compare an individual's maximal performance to a standardised performance scale and do not rely on an individual's endorsement of his or her own descriptive statements.

2. Hybrid Model

"Hybrid Model", based on the work of organization, such as Daniel Goleman and CASEL, goes beyond the social dimension at the heart of the competency model to include self-regulation, motivation, empathy and other social skills [17]. These extensions are measured by assessing competencies such as knowing one's own feelings, understanding the impact of emotions on others, controlling or regulating one's own emotions, predicting consequences before acting impulsively, using emotional factors to achieve goals, and noticing the emotions of others.

He outlines the five main constructs of social and emotional intelligence:

- self-awareness - the ability to understand one's own emotional strengths, weaknesses, motivations, values and goals, to recognise one's impact on others, and to use intuition to guide decision-making;

- self-regulation - involves controlling or modifying one's destructive emotions and impulses, and adapting to changing circumstances;

- social skills - managing relationships to get along with others;
- empathy - considering the feelings of others, especially when making decisions;
- motivation - identifying what drives them to move forward.

Goleman argues that individuals are born with a general emotional intelligence that determines their potential to learn emotional competence [49]. However, Goleman's model of EI has been criticised in the research literature as 'pop psychology' (Mayer, Roberts and Barsade, 2008).

3. Trait Model

"Trait Model" developed through the efforts of Dr Konstantinos Vasilis Petrides, works through self-assessment of emotionally relevant perceptions rather than socially oriented cognitive abilities as measured by performance on psychological tests [50]. The trait model seeks to explore whether such self-assessments are related to pro- or anti-social behaviour, physical or mental health, educational outcomes or other behavioral or personality factors of interest. Trait models criticize the lack of objectivity of 'competency models' and 'mixed models', as well as problems with the operationalisation of performance measures. At the same time, trait models are concerned about the potential for relying on expert or consensus assessments to reflect correctness with respect to social norms, or performance measures that are confounded with other factors, such as stereotypical judgement.

It can be observed that many elements of social and emotional development are not clearly defined in existing models, and while there is an emerging

consensus on the general importance and relevance of social and emotional development to success in work and life, current research on social and emotional development lacks a consensus on the specific attributes of psychosocial well-being development, and how to accurately construct, understand, and measure psychological variables related to social and emotional development, and so the social research on social and emotional development is currently not in a position to be replicated, replicated, or broadly applied in rapidly evolving organizations and wider societal systems.

1.4. Conclusion

Human beings are social beings by nature and they must undergo socialisation to gradually establish their social nature. Education is the process of training natural human beings into social human beings and the process of socialising human beings involves two key points:

1. To adapt to the needs of the development of the productive forces of society. In the process of understanding and transforming nature, man accumulates culture, transmits culture and creates culture. In order to settle down in society, individuals must acquire knowledge and skills that are adapted to the development of society's productive forces.
2. In addition to adapting to the needs of the development of social productive forces, individuals must also adapt to the needs of the development of social relations of production.

In this process, social and emotional intelligence is a crucial part of their due learning content and support interests. Meanwhile, in many theories of social-emotional learning, emphasis is placed on self-awareness and management and social awareness and management, while the individual's self-control is the basis for the development of the individual's social nature, and the core of the development of social and emotional intelligence also lies in the development of the individual's social nature.

Meanwhile, there are numerous models of social and emotional intelligence due to the different focuses of different national educational policies and research scholars, and countries have all basically reflected their own educational needs and cultural characteristics when constructing a framework for the cultivation of social and emotional intelligence. For example, China, under the influence of the experiences of European and American countries, divides social and emotional competence into two-way coordinates of subject and behavioral styles, and into six dimensions of self-cognition, self-management, other's cognition, other's management, collective cognition and collective management, reflecting the connection between the individual and the collective in our culture.

These similarities and differences have formed the assessment of college students' levels of social and emotional intelligence and their match with social development.

CHAPTER 2

THE IMPORTANCE AND INFLUENCE OF EMOTIONAL AND SOCIAL INTELLIGENCE IN TEACHING AND LEARNING IN HIGHER EDUCATION

This chapter will elaborate on the importance of developing emotional and social intelligence in contemporary college students based on the available literature and information, and briefly describe the curriculum issues currently faced by colleges and universities. The attempt has been made to analyse the factors, influencing the level of emotional and social intelligence of university students using available research data.

2.1. The necessity and importance of developing emotional and social intelligence of university students in higher education

Nowadays, with the gradual development in all aspects, the problem of cultivating high-quality, high-capacity and high-level talents being able to participate in the fierce competition and be welcomed by the society has become an urgent topic for higher education. This part will focus on analyzing the necessity and importance of colleges and universities to strengthen the cultivation of emotional and social intelligence of college students.

China's unique historical and cultural background, along with its exceptional process of educational development, has created an unparalleled educational system and culture. However, the cultivation of emotional and social intelligence is

often disregarded in this system and culture. Two significant factors have contributed to this phenomenon, specifically the focus on exam-oriented education and its associated background. Exam-focused education breeds a mentality where students only study for testing, resulting in a desperate race to achieve better grades and prioritize them above all else [63]. Additionally, the zero-sum belief that only one student can occupy the top position often incites envy amongst them [37]. Furthermore, the notion that only one student can occupy the top position in accordance with the zero-sum mentality tends to induce envy among students. This pedagogical approach can unintentionally promote self-centered attitudes and hinder collaborative behaviour, thereby resulting in diminished emotional and social intelligence. What's more, schools frequently disregard the emotional requirements of their students. Educational institutions at all levels tend to neglect the emotional experiences of students, both in educational and practical aspects of their lives [78]. Additionally, proper guidance for these experiences is often ignored, leaving students in a state of intense learning and cultural knowledge acquisition. Additionally, proper guidance for these experiences is often ignored, leaving students in a state of intense learning and cultural knowledge acquisition. Additionally, proper guidance for these experiences is often ignored, leaving students in a state of intense learning and cultural knowledge acquisition. This is compounded by the overworked and overstretched efforts of their teachers [78]. Owing to a shortage of opportunities for emotional practice and limited exposure to social and life situations within the campus, students struggle to achieve a high level of emotional and social intelligence.

The need for international education and comprehensive development of college students' quality is stipulated by several reasons:

Firstly, it is imperative for higher education to adapt to societal changes by promoting the social and emotional intelligence of university students [53]. Each period of higher education has unique characteristics that mirror the current era. With the further deepening of the reform and opening-up policy, a critical decision and turning point in the history of the People's Republic of China, the Chinese mainland overcame almost three decades of economic isolation after 1949, resulting in rapid economic growth. This policy had a substantial impact on China's economy, signifying a significant milestone in its history. The Shenzhen Special Economic Zone and Shanghai Pudong New Area have both exemplified a prosperous development model. One significant feature of 21st century China is the notable increase in competition, which is expected to have a significant impact on its future. It is a critical aspect of modern-day China that its population will continue to encounter a world of ongoing contests and challenges. In order to thrive in today's society, individuals require more than just a deep comprehension of scientific and cultural matters; they also need a well-developed ethical sense, emotional resilience, and positive mental well-being [5]. Renowned American psychologist Gorman posits that success in life depends more on emotional and social intelligence than on IQ ability. According to Gorman, a child's potential for achievement is based on 20% IQ and 80% emotional and social intelligence [73].

The primary aim of cultivating emotional and social intelligence among college and university students is to enhance their quality of life, improve their

ability to effectively adapt to social environments and promote personal and professional development.

Secondly, it is imperative to bolster the fostering of students' emotional and social intelligence in colleges and universities. This measure is necessary to align with international education standards. Certain Western higher education systems emphasize the development of a variety of non-intellectual qualities, alongside intellectual skills, in students [71]. An essential aspect of higher education is the development of emotional psychology and well-being. The integration of Chinese and Western education systems is expected to continue as the global economy becomes more interconnected [80]. With the increase of higher education exchanges between China and the West, it is imperative to enhance emotional, psychological and volitional learning skills by adopting advanced practices from developed Western nations [77]. This is a fundamental aspect of promoting the comprehensive growth of human potential and enhancing individual qualities.

Thirdly, higher education institutions ought to promote students' emotional and social intelligence development to ensure a comprehensive improvement in the quality of education. China is presently actively advancing education quality via the integration of scientific, cultural, and social dimensions [34]. As Mr Li Yining states: "Group consciousness, pioneering ability, and entrepreneurial spirit are indispensable factors for providing high-quality education to innovative talents of the new era. Yet, it is worth noting that the acquisition of these attributes necessitates refining one's emotional and social intelligence [39]".

Universities and colleges ought to foster the growth of students'

self-awareness, ability to regulate emotions, self-motivation, impulse control, and interpersonal communication competencies with the aim of nurturing persons with strong aptitudes for comprehensiveness.

It is the intrinsic demand of today's college students to improve their own quality and achieve sustainable development. With the gradual establishment and improvement of China's socialist market economy system, enterprises are increasingly modifying their selection and employment mechanisms by focusing on the emotional and social intelligence levels of applicants [35]. This development has considerable implications for the recruitment process, highlighting the need for well-rounded competencies among candidates. Many human resources departments observe that modern university graduates have excellent intellectual abilities yet lack cooperation skills, exhibit subpar social and communication capabilities, struggle with self-control, do not maintain objective self-evaluations, and frequently display overzealousness or excessive ambition [53]. University and college students are becoming more aware that they possess significant social intelligence. Simultaneously, they recognise the new societal expectations regarding talent and the cultivation of non-intellectual qualities. These requirements have become internalised and are viewed as a crucial aspect of personal development and progress.

Universities and colleges should carefully consider the internal demands of students, not only in the present but also for the future, to ensure the sustainable development of education. Additionally, beyond providing instruction in scientific and cultural domains, tertiary institutions should encourage the development of

emotional intelligence and mental well-being in their students. It is crucial to teach students how to manage their interpersonal relationships, effectively articulate their viewpoints, persevere through challenging situations and regulate their emotional responses. Such efforts foster healthy mindsets, cultivate positive habits for learning and living and create long-term benefits for students.

2.2. Current problems in the development of emotional and social intelligence in colleges and universities

After gathering and synthesising information as well as considering the present situation of emotional and social intelligence development in higher education institutions, the following issues have been identified:

1. Lack of emotional and social intelligence education.

One of the main features of traditional education is its emphasis on theory over emotional and social intelligence. Educators typically concentrate on teaching theoretical knowledge, with little regard for the emotional and social intelligence of students, not even close to being a focus [11].

In general, the priority of the traditional Chinese education system is the teaching of subject knowledge. Teachers concentrate on covering curriculum content and teaching students theoretical knowledge across various disciplines, such as mathematics, science, literature, and history. The main objective of schools is to ensure that students achieve mastery and comprehension of theoretical concepts and principles in various subjects. Traditionally, academic performance is

evaluated through the attainment of grades, particularly test results, indicating the significance of theoretical knowledge. This leads students to concentrate on attaining top grades and outstanding examination results, disregarding the significance of comprehensive comprehension and integration of knowledge. Consequently, pupils tend to emphasise test-taking proficiency and memorisation instead of authentic comprehension of the topic.

In terms of curriculum design, there is a common practice in traditional education to utilise a singular curriculum that partitions the content of subjects into various subjects and topics. This approach may result in a disjointed learning experience for students, since they must cover a multitude of subjects in a restricted timeframe, without being afforded the opportunity to fully immerse themselves in a particular field or topic.

On the other hand, in traditional education, the methods of teaching are usually based on lectures, classroom work and examinations. The emphasis in these methods is on the role of the teacher as a transmitter of knowledge and the role of the student as a mainly passive receiver [64]. This approach to teaching and learning can sometimes limit the active participation of students and the development of their critical thinking skills. However, it is also important to note that in some cases the characteristics of traditional education may still be justified, particularly in areas where subject matter knowledge is involved.

2. Lack of relevant assessment, poorly targeted course content.

Currently, the majority of colleges and universities that provide programmes for developing emotional and social intelligence have failed to evaluate the

emotional and social intelligence levels of their students [10]. Consequently, understanding certain emotional and social intelligence issues within the college student population is lacking. The current courses mainly provide superficial guidance on existing problems. The application of theoretical knowledge of emotional and social intelligence is rather conventional and mainly derived from mature theories at home and overseas. The measures taken are also mostly imitative and borrowed.

Consequently, curriculum content lacks planning and rigor, resulting in a gradual decline in students' interest in attending classes as the course progresses. There exists a substantial disparity between the prescribed curriculum and the ground reality, resulting in a loss of students' interest followed by a considerable decline in participation rates and consequential difficulty in attaining the desired learning outcomes. Alongside this, the emotional and social intelligence course content intermittently strays away from reality, making it arduous for students to acquire a meaningful experience from the lessons, often rendering it a mere formality [11]. Emotional and social intelligence courses lack practical application, thus failing to realize their established value. Additionally, students struggle to grasp the significance of their learning, hindering their ability to transform their consciousness and implement their newfound skills.

3. Relatively few teaching hours and lack of systematic coursework.

The progression of emotional and social intelligence in students is not static; it is a fluid and ever-evolving process that adheres to the principle of gradual advancement. Therefore, when instructing on emotional and social intelligence, it

should be targeted, intentional and organised. Systematisation should also be taken into account.

Through our research, it became evident that numerous universities offer emotional and social intelligence training courses as a mere formality, without having provided them for an extensive period [38]. This finding is associated with the lack of standardisation and refinement within the national curriculum. It can be common for a course to undergo frequent name changes in an attempt to pique students' curiosity and encourage active participation in the curriculum. However, this may lead to the recurring issue of students repeating the course due to the absence of substantial changes in content, ultimately resulting in a waste of valuable student time. Therefore, it is important to carefully consider the purpose and effectiveness of course name changes.

Many students aim to learn emotional and social intelligence courses in a systematic manner. However, inconsistent course management and planning, alongside limited class time, create obstacles to satisfying this demand. Furthermore, comprehensive surveys and statistics highlight that senior or junior students constitute the primary target audience for emotional and social intelligence development courses. However, emotional and social intelligence development tends to have a greatly reduced impact on students in other grades with sufficient time, as they receive little coverage [76].

4. Teaching and assessment methods are relatively homogeneous and ineffective.

Emotional and social intelligence courses prioritize the interaction and

communication between educators and learners, as well as among peers, emphasising comprehension and empathy. In contrast to subject-oriented courses, emotional and social intelligence training focuses on enriching and varying the pedagogical styles. Technical nomenclature shall be explained upon initial usage, and all section titles shall be factual and unambiguous. Citations shall be used consistently and appropriately, while quotes are clearly identified. The language shall remain impartial, avoiding ornamental, biased, and figurative expressions. These courses incorporate diverse teaching techniques towards fostering enhanced educational outcomes. The formal register shall be maintained, avoiding unconventional terms and phraseology. Logical progression with causal connections between statements will be maintained to prevent bias and promote clarity. Finally, accurate grammar, spelling, and punctuation will be upheld.

From a contemporary perspective, lectures continue to serve as the principal teaching approach employed by domestic universities and colleges to disseminate emotional and social intelligence [11]. Such lectures are primarily grounded in theoretical knowledge, indoctrination, and communication. Regrettably, this approach strays from the psychological advancement and comprehension of practical life vital for college students. Furthermore, there is insufficient attention given to practical implementation and familiarity with knowledge of emotional and social intelligence. Thus, altering students' thinking patterns becomes a challenge, leading many to place greater emphasis on developing emotional and social intelligence for students. College students demonstrate a lack of motivation to study emotional and social intelligence in depth due to their perception of

emotional and social intelligence training courses as impractical, insubstantial, and tedious.

Additionally, domestic colleges and universities prioritize structure over substance when instructing emotional and social intelligence courses. The teaching process involves minimal formative evaluation, with final written examinations following a traditional instructional approach. This evaluation approach neglects the enhancement of students' psychological and personality characteristics, failing to stimulate their enthusiasm for learning. Additionally, one-way evaluation discourages numerous students from taking their studies seriously, leading to suboptimal effort and a focus only on the final exam [11]. From the standpoint of boosting students' emotional and social intelligence, conventional teaching techniques and evaluation methods offer fewer advantages but more drawbacks.

5. Inadequate course resources make it difficult to ensure the effectiveness of course delivery.

A professional teaching team is the precondition and foundation for the smooth running of a course, but there are still some problems in the construction of the teaching team for the emotional and social intelligence training courses in colleges and universities in China, for instance, most of the teachers who teach the emotional and social intelligence courses in some colleges and universities have not received formal and systematic professional training, and many of the teachers are transferred from teachers of other disciplines or are part-time teachers, and there are still many shortcomings in the knowledge and teaching ability of emotional and social intelligence[36].

Many teachers lack experience in psychological counselling or related activities, and possess only a superficial understanding of student psychology. Furthermore, the curriculum neglects the needs of students and instead prioritises the teachers' teaching ability, resulting in a randomized approach to the syllabus. It is challenging for educators to standardise their instructional materials with the haphazard curriculum due to every teacher's individual learning and life experiences, diverse personalities, hobbies and interests which also influence their subjective experiences, professional expertise and knowledge orientation. Additionally, there are grave inadequacies in the educational resources concerning the teaching of emotional and social intelligence, regarding its scientific, standardised and efficient implementation [11].

2.3. The current situation of social anxiety among university students

In the analyses of emotional and social intelligence levels among university students and their roles in academia, social anxiety has posed a significant barrier to evaluating competencies. The objective of this study is to examine the present condition of social anxiety in university students and produce an initial catalogue of potential influences on their social competence. The objective of this part is to examine the present condition of social anxiety in university students and produce an initial catalogue of potential influences on their social competence.

College is a crucial phase for students to acquire skills necessary for efficient integration into society and communication with others. It is often referred to as

the "psychological weaning period". Many students face challenges in coping with personal and academic problems independently. This can lead to negative emotions such as social anxiety, low self-esteem and depression, which can have a serious impact on their mental and physical health. Physical and mental wellbeing is important.

Moreover, in contrast to high schools, college presents complex interpersonal relationships that necessitate adept communication with fellow students, teachers, and potential employers. It is essential to learn how to interact with confidence and ease. Social anxiety has become a common issue among university students, hindering research on the impact of affective and social intelligence levels.

In Chinese universities, social anxiety and related barriers prevent college students from demonstrating their competence and approaching others. This contrast between acquaintance networks can be highly judgmental.

Social anxiety is typically characterised by anxiety caused by the fear of being judged by others in real or imagined social scenarios, such as speeches, performances, and appointments, that may garner attention [57].

Social anxiety has become a significant aspect of psychological distress for university students of all levels. Notably, Jinhua et al.'s study revealed that the 18-29 age bracket displayed higher interpersonal sensitivity [31], and Peng Chunzi et al.'s study reported significantly higher levels of social anxiety amongst university students compared to high school students[48]. Cross-cultural research has demonstrated that social anxiety is more severe in Asian nations. In the absence of effective counselling, it could escalate into severe social anxiety

disorder, impacting both physical and mental health, as well as work self-efficacy.

In 2009, the Chinese government released a publication regarding the viewpoints of tertiary institutions towards enhancing mental health education for university students. Conducting a survey on social anxiety among university students could further facilitate the progression of mental health education in tertiary institutions and encourage the promotion of positive mental attributes among students.

Based on a survey questionnaire conducted by Jiang Xiaochun et al [30]. in two colleges and universities in Chongqing, a first-tier Chinese city with a relatively developed economy and intense cultural exchanges, researchers utilized the Chinese version of the Social Interaction Anxiety Scale (SIAS), compiled by Mattick and Clarke [45] and revised by Ye Dongmei et al [70]. The study demonstrated good reliability and validity, with a coefficient of 0.852.

General social anxiety among college students is presented in Table 2.1.

Table 2.1

Summary table

Project name	Category	N	X±s
Master Sample		500	55.35 ± 11.82
Gender	Male	170	53.69 ± 12.50
	Female	330	56.21 ± 11.37

Speciality	Science and Engineering	189	56.40 ± 11.97
	Arts and History	191	55.49 ± 12.41
	Others	120	53.47 ± 11.82
Place of origin	Cities and towns	325	54.54 ± 12.03
	Village	173	56.88 ± 11.35
Grade	First year of university	136	57.02 ± 12.66
	Second year of university	205	53.67 ± 10.90
	Third year of university	64	56.38 ± 11.11
	Fourth year of university	53	56.30 ± 12.48
	First year postgraduate students	29	53.10 ± 13.54
	Second year graduate student	11	60.55 ± 11.05
	Third year postgraduate student	1	/

The social anxiety scale comprises 19 items and follows a 5-point scoring system (1 = not at all, 5 = completely), with higher scores indicating increased levels of social anxiety. The survey findings revealed that college students had a mean value of social anxiety at $M = 55.35$ ($SD = 11.82$), which was significantly higher than the scale's norm (49.10 ± 11.78). This indicates that the surveyed college students experienced severe social anxiety.

According to the norm, scores of 37.32 or lower on the Social Interaction Anxiety Scale fall into the low group, scores above 60.88 fall into the high group, and scores between 37.32 and 60.88 fall into the middle group. In this questionnaire survey, there were 26 individuals in the low group, representing 5.2%

of the sample; 156 individuals in the high group, representing 31.2% of the sample; and 318 individuals in the intermediate group, indicating a normal distribution of social anxiety scores among the 500 college students surveyed. In addition, the number of individuals in the high group was significantly greater than that in the low group, indicating a greater severity of social anxiety among college students.

This is partly due to the gradual assimilation of universities and society, where students are confronted with more complex interpersonal dynamics than in high school, and their current communication skills and psychological readiness may be inadequate for the current circumstances. Furthermore, contemporary college students are confronted with an increasingly adverse job market that demands mastery of more efficient interpersonal and social skills. The rapid advance of the Internet age has somewhat hindered the progress of young people's social skills, with the result that they are investing a great deal of time and energy in virtual networking, which exacerbates problems in real-life interpersonal communication situations.

In the aforementioned survey, it was discovered that there was no correlation between variations in familial background and early childhood habitation, such as monthly family income and whether or not an individual was an only child, and their status regarding social anxiety. This does not align with certain prior research [55;65].

According to the traditional Chinese perspective, children with siblings are afforded greater chances for peer interaction, along with increased opportunities for acquiring social skills from one another, ultimately contributing to the

cultivation of self-assurance and accurate self-evaluation.

However, since this survey was conducted in 2023 the data outcomes are more representative of the current Chinese circumstances. The study also reveals that young people living in China's most prosperous regions have an extensive social circle, and the size of their family does not affect their social skills development.

Furthermore, college students who hold class leadership positions exhibit notably lower levels of social anxiety than their non-leader peers. The student's university work gradually connects them with society, enabling them to interact with individuals of diverse genders and personalities, acquire experiences from peers and lecturers, accumulate extensive social knowledge and skills, and improve their self-confidence.

There was minimal variance in levels of social anxiety amongst students of varying grades, coinciding with the findings of Guo Xiaowei [22] and Ren Shunyuan [55], thus indicating that the standard of education is essentially equal across all grades, with students gaining knowledge about mental health.

On the other hand, social anxiety levels were considerably greater for college students residing in rural areas in comparison to those residing in urban areas. This finding aligns with Yang Xin's research [69], which suggests that residing in rural areas constrains college students' socializing opportunities. Firstly, the rural population is often comprised of individuals who have known each other since childhood, leading to a limited number of opportunities to socialize with strangers and develop necessary social skills. Secondly, children in rural areas tend to be

reserved and unwilling to share personal details, resulting in a secluded lifestyle and potential feelings of inferiority. As a result, they may be less inclined to engage in communication with others.

Thirdly, there are notable differences in the levels of social anxiety among students from different family upbringing styles, with those from authoritarian upbringings showing the most severe symptoms and their peers from democratic upbringings showing the least severe symptoms. Families have the potential to shape the behaviours, cognitive characteristics and personality traits of college students [79]. According to Freud, psychological problems and mental illness in adulthood are primarily the result of negative childhood experiences, with family upbringing playing an integral role in a child's development [59]. This dynamic is closely intertwined with the physical and mental well-being of adolescents. The current research demonstrates that children raised in democratic family upbringing styles exhibit notably reduced levels of social anxiety compared to those raised in authoritarian family upbringing styles. In democratic homes, parents provide more opportunities for children to express their views and engage in debate, which implicitly develops their social and verbal communication skills, increases their flexibility and adaptability, and equips them to navigate the intricate web of interpersonal relationships at university. Families with authoritarian parenting styles may hinder children's expression of their emotions and thoughts, putting the child in a vulnerable position [40]. The child is limited to obeying their parents' instructions and has inadequate opportunities to develop their self-esteem and express opinions. Consequently, they may experience a heightened sense of control,

and anxiety in social situations.

Fourthly, there is a notable difference in the level of social anxiety between boys and girls. The results indicate a marked increase in social anxiety levels among girls compared to boys, which could be attributed to the reluctance of boys to acknowledge the presence of social anxiety [29]. Some researchers claim that women have been stereotyped in different cultures as being emotionally unstable and fragile, experiencing a greater sense of inferiority than men, and that women exhibit greater sensitivity and have limited emotional control and regulation, which can exacerbate feelings of anxiety. Women are more sensitive, have a greater sense of inferiority and have poorer emotional control and regulation, which can exacerbate feelings of anxiety and an inferiority complex. Women face greater prejudice and discrimination in society, resulting in a disadvantaged status in social interactions and a reluctance to express themselves, according to Zhang Xiang and Wang Xufeng [74]. In addition, women face greater gender bias in the job search process. This hinders the growth and development of their emotional and social skills.

Fifthly, the type of degree programme showed a significant difference in the level of social anxiety among university students. The social anxiety scores of students in arts, history, and other programmes were lower than those of science and engineering students, with the lowest levels observed among students in other programmes. In the first place, students of science and engineering have more exposure to objective and tangible things in their daily life and studies, and fewer opportunities to develop new interpersonal relationships and practice their

language communication skills [51]. Meanwhile, students of literature and history prioritise personal growth and character development. Compared to the intricate knowledge of science and engineering, their studies are relatively straightforward, allowing more time for students to participate in extracurricular activities and engage in interpersonal communication. Meanwhile, the survey reports that the majority of other students are involved in fields such as marketing, human resource management, and other professions that involve working with people. In response, professional training programmes have been designed to target the development of interpersonal communication skills in students, with a particular focus on social practice to improve students' social skills. These programmes aim to enhance students' confidence and their overall sense of self-efficacy.

Sixthly, there is a noteworthy disparity in social anxiety among college students based on their parents' educational level. Specifically, those whose parents attended junior high school exhibit a significantly higher level of social anxiety compared to those whose parents completed senior high school (or junior college). Upon reflection, the prevalence of left-behind children in China may be attributed to the fact that parents with low levels of education often have to work outside of the home, resulting in a lack of opportunities to engage with their children [66]. This can negatively impact the children's psychological well-being, as well as hinder their development of self-confidence and language skills. Parents who completed high school have a greater opportunity to secure well-paid jobs with reasonable working hours, which allows them extra free time to engage with their children. This is in contrast to those who completed junior high school. Compared

to parents with a middle school education or lower, parents with a high school education have a greater likelihood of obtaining a job with favourable hours and compensation, more leisure time to engage with their children, increased attention towards the physical and mental development of their offspring, and greater participation in extracurricular activities and courses. The provision of such opportunities enables children to engage with diverse groups of individuals, foster a positive outlook and approach towards interpersonal relationships and tasks, as well as enhance their self-assurance, ultimately reducing the likelihood of encountering anxiety in their university education.

2.4. Conclusion

As institutions tasked with fostering exceptional individuals, universities and colleges are responsible for enhancing students' comprehensive skills and abilities by promoting emotional and social intelligence. To lay a firm groundwork for future success, the cultivation of these traits must be prioritised in curriculums.

Emotional and social intelligence are significant factors in a college student's personal success and happiness. By cultivating skills such as critical thinking, innovation, cooperation, civic awareness, and multicultural understanding, students can adapt to the fast-changing and competitive social environment. Emotional and social intelligence are also the basis and inspiration for learning, improving students' interest in learning, motivation, self-confidence, and self-efficacy. Furthermore, they enhance students' learning strategies and metacognitive abilities,

promoting academic achievement and lifelong learning.

However, the current state of cultivating emotional and social intelligence in college and university students has some unsatisfactory aspects, including the absence of methodical and scientific cultivation programmes and curricula, ineffective assessment and feedback mechanisms, and insufficient prompt and effective guidance for emotional and social intelligence. Difficulties have arisen in measuring and improving the effects of fostering emotional and social intelligence in college students, as well as in stimulating students' initiative and motivation.

Concurrently, the issue of social anxiety among college students is concerning and influences the development and evaluation of emotional and social intelligence levels.

The incidence of social anxiety disorder among university students is substantial, and its aetiology is intricate, primarily involving individual, familial, educational, and societal aspects. The incidence of social anxiety disorder among university students is substantial, and its aetiology is intricate, primarily involving individual, familial, educational, and societal aspects. The incidence of social anxiety disorder among university students is substantial, and its aetiology is intricate, primarily involving individual, familial, educational, and societal aspects. These findings suggest that social anxiety disorder among university students results from multifaceted interplay and necessitates extensive evaluation and implementation.

Emotional and social intelligence plays a crucial role in teaching within colleges and universities. However, there is a lack of cultivating emotional and

social intelligence among college students, and the issue of social anxiety among them calls for attention. It is recommended that colleges and universities enhance the education of emotional and social intelligence to promote effective teaching, while simultaneously reinforcing prevention and intervention methods for social anxiety amongst students to enhance their mental well-being.

CHAPTER 3

THE INVESTIGATION OF THE RELATIONSHIP BETWEEN EMOTIONAL AND SOCIAL INTELLIGENCE AND VARIATIONS AMONG COLLEGE STUDENTS

In China, there is a lack of sufficient and rich empirical research on the relationship between college students' emotional and social intelligence and their achievement, especially social achievement, although some scholars have conducted some studies and research on college students' emotional and social intelligence. In this chapter, we will collect and analyse the data from the questionnaire, conduct a preliminary study on the relationship between emotional and social intelligence and academic and social achievements, as well as explore the influence of college students' emotional intelligence on their academic and social achievements. In doing so, we hope to establish a background for the cultivation of talents in colleges and universities.

3.1. Subjects, Instruments and Measurement Methods

In this part of our paper we will consider in detail the subjects of our research and research instruments and measurement methods applied in the present paper.

In order to ensure a balance of grades, gender and majors, 596 students in 7 representative majors of literature, management, economics, science, engineering, medicine and art were selected as subjects from 3 colleges and universities in

Hebei Province, and the entire class was sampled, with the age distribution ranging from 17 to 24 years. A total of 596 questionnaires were distributed, and 541 questionnaires were valid after the administration of the test (excluding some samples with incomplete information and with (excluding some samples with incomplete information and obvious signs of superficiality), with a validity rate of 90.8%.

The purpose of the study was the exploration of the structural dimensions of emotional and social intelligence. Questionnaires and scales were used as the main instruments for data collection, including the Basic Personal Information and the Emotional-Social Intelligence Survey, and the structure of the questionnaires and scales is as follows:

1. Guidelines.

At the beginning of the questionnaire a common guideline is established, which states that the test results do not need to be signed, that there are no right or wrong answers, that the test results are only intended to provide raw material for scientific research, and that the confidentiality of the testers will be maintained, in order to minimise the concerns of schools and students about the test and to ensure the scientific validity and authenticity of the data obtained.

2. Basic personal information.

The background information on the individual includes the following main elements: gender, age, type of school, grade level and other elements.

3. Emotional and Social Intelligence Questionnaire.

Based on student observations, teacher interviews and theoretical analyses of

a large body of relevant domestic and international literature, we hypothesise that secondary school students' emotional and social intelligence consists of five dimensions: (1) the ability to identify one's own emotions; (2) the ability to manage one's own emotions appropriately; (3) the ability to be self-motivated; (4) the ability to understand the emotions of others; and (5) the ability to manage interpersonal relationships.

The questionnaire used was based on the EIS revised into Chinese (Appendix B) by a local scholar, Wang Caikang (2002). It was further adapted to include 5-7 questions for each dimension and to ensure that the questionnaire could respond to the real situation. Five lie detection questions were added to the original questionnaire mentioned above. The lie detection questions were all derived from the MMPI (Minnesota Multiple Personality Inventory) L (Lie Detection) scale of the MMPI (Minnesota Multiple Personality Inventory), and the whole questionnaire has 34 questions in total. Half of the questions were positive and half were negative. The questionnaire was scored on a five-point Likert scale. The forward questions were scored as follows: 5 means "strongly agreeable"; 4 means "agreeable"; 3 means "not sure"; 2 means "not agreeable"; and 1 means "strongly not agreeable"). The backward questions are evaluated in reverse order.

The Emotional Intelligence Scale (EIS) was created by Schutte et al. (1998), based on Mayer and Salovey's 1990 theory of emotional intelligence, in the form of a five-point Likert scale that requires subjects to make self-assessments [72]. The scale consists of 33 questions and includes four factors: perception of emotions, regulation of self-emotions, regulation of others' emotions, and use of

emotions. Local researcher Wang Caikang (2002) revised the EIS into Chinese, and research shows that the Chinese version of the EIS has good reliability and validity, with an alpha coefficient of 0.83[72]. Therefore, we chose the EIS as the basis of our research instrument.

The questionnaire was later adapted by Tang Jianzhong and the Cronbacha consistency coefficient was used for the examination of the homogeneity reliability of the questionnaire, and the coefficient of the whole questionnaire was 0.852 [61]. In addition, the correlation between each dimension and the whole scale reached the significance level of 0.01, indicating that the content validity of the questionnaire was relatively desirable, and the correlation between each subscale and the whole scale ranged from 0.57 to 0.70, while the correlations ranged from 0.07 to 0.33, indicating that the dimensions have good relative independence from each other and that the questionnaire has some structural validity. To conclude, the adapted version has good reliability and validity, which led to it being selected as one of the instruments used in the study.

The academic performance of college students is measured by the grades obtained in compulsory courses, which mainly reflect the learning ability of college students, and is usually measured and compared by Grade Point Mean (GPA) [72]. GPA is a statistical system that reflects the quality of a student's learning (see Table 3.1. for specific conversion methods). When a student earns credits for a course, he or she also earns a corresponding GPA. The GPA for a course is the product of the number of credits in the course and the GPA coefficient, which is a measure of the quality of student learning. The Grade Point Mean (GPA)

is equal to the total number of GPAs divided by the total number of credits. The GPA reflects the strengths and weaknesses of a student's academic performance and is a scientific indicator of the overall Grade Point Mean of learning achieved. The total score is out of 5, with higher scores indicating better academic performance and vice versa. The data on the academic performance of the sample in this study come directly from the system of the colleges and universities studied. The information is truthful and reliable.

Table 3.1.

Corresponding Table of GPA Coefficients

Percentage system	90~100	80~89	70~79	60~69	Below 60 points
Five-point scale	Excellent (95)	Good (85)	Moderate (75)	Pass (65)	Fail (50)
Grade point	4.0~5.0	3.0~3.9	2.0~2.9	1.0~1.9	0

The social achievement of college students is the concentration of other comprehensive abilities besides learning ability, which is mainly obtained through participation in various social practice and exercise activities. To measure students' social achievement, we applied self-assessment using a 7-point scale (see Table 3.2.), in which students were objectively rated on the basis of the achievements they had participated in and obtained during their school years, with a total of 7 items and 1 point for each item. Higher scores indicate higher social achievement; conversely, lower scores indicate lower social achievement.

Table 3.2.

Grading Scale for Social Achievement of College Students

Very low	Low		Mean	High		Very high
1	2	3	4	5	6	7

3.2. Research steps and Research methodology

The steps involved in the distribution of the questionnaire, the status of the collected data and the applied research methodology are described in this part.

Through the network (on the network through instant messenger, forums and other tools, issued invitations to test the questionnaire) random testing, data imported into EXCEL, eliminating invalid questionnaire data (based on two main reasons, one is that he questionnaire has more blanks, and the other is the response time is too short), and finally obtained data from 541 subjects.

In order to ensure the accuracy of the test, all questionnaires returned were rigorously screened in this study.

Invalid questionnaires were excluded from the retrieved data in accordance with the following criteria:

1. More than two items were missing from the entire survey.
2. The entire questionnaire showed answers of the same gender or answers of the same waveform.
3. There are more than two items where two answers have been selected for the same question.

4. There are more than 3 questions in the whole questionnaire where the answers have been changed.

5. More than 2 of the five polygraph questions had 'disagree' or 'strongly disagree' responses.

A total of 596 questionnaires were distributed and 541 questionnaires were valid after administration of the test (with the exception of some samples with incomplete information and obvious signs of superficiality), which is a validity rate of 90.8%. Of these, 130 were first year students, 195 were second year students, 99 were third year students, 95 were fourth year students, 18 were postgraduate students and 4 were doctoral candidates. The composition of the study fields: 75 students in Natural Sciences, representing 13.9%; 101 students in Engineering, representing 18.7%; 53 students in Languages, representing 9.8%; 104 students in Finance and Economics, representing 19.2%; 114 students in Management, representing 21.1%; 51 students in Medicine, representing 9.4%; and 43 students in Arts, representing 7.9% (see Table 3.3.).

Table 3.3.

List of basic information about the students

Basic information	Type	National "Double First-Class" and Universities		Ordinary Colleges and Universities		Vocational Schools	
		Number	Percentage	Number	Percentage	Number	Percentage
Gender	male	71	37.2%	100	44.4%	50	40.0%

	female	120	62.8%	125	55.6%	75	60.0%
Age	18 and below	40	18.2%	55	23.4%	-	-
	19	30	13.6%	54	23.0%	4	4.0%
	20	21	9.5%	41	17.4%	32	32.0%
	21	30	13.6%	33	14.0%	19	19.0%
	22	49	22.3%	31	13.2%	38	38.0%
	23 and above	50	22.7%	21	8.9%	7	7.0%

National "Double First-class" colleges and universities is China's Ministry of Education, the Ministry of Finance, the National Development and Reform Commission in 2017 jointly released the construction of colleges and universities, "Double First-class" construction project is the main content of the first-class university construction colleges and universities and first-class academic discipline construction colleges and universities, representing the highest level of Chinese colleges and universities at present. Ordinary undergraduate schools are universities established in each province and region, with national financial support, and ranked high in the region.

The missing values were pre-processed and then processed using SPSS 12.0 and Lisrel 8.72, the main statistical methods of data used include: descriptive statistics, t-test and correlation analysis.

This paper mainly adopts the following research methods: the literature review method, the questionnaire survey method and the statistical analysis

method.

The main purpose of the literature review method is to understand the history and current situation of emotional intelligence research through literature review, analyse the existing problems in current research and provide a theoretical basis for the development of this research.

The main purpose of the questionnaire survey method is to use and adjust the "Emotional and Social Intelligence Scale" (edited by Wang Caikang in 2002 and revised in 2016), and to select one national "double first grade" school, one ordinary undergraduate school and one vocational school to conduct a questionnaire survey at six levels, ranging from the first year of university to the Ph.D. students, a total of six levels of questionnaire survey to provide data for statistical analysis.

The main purpose of the statistical analysis method is to analyse the data obtained from the questionnaire survey method in order to test the research hypotheses.

The main steps are as follows:

1. The data obtained were analysed by ANOVA to analyse the differences in the levels of emotional and social intelligence between schools and genders.
2. The correlations between the students' scores on the emotional and social intelligence scales were analysed in an attempt to establish a regression equation.

3.3. Results and Analyses

In this part of the paper we will collate the valid data from the questionnaire and discuss the differences in emotional and social intelligence among college students in terms of gender, age, and type of school, as well as explore the impact of college students' emotional and social intelligence on academic performance and future achievement.

The t-test of independent samples was conducted on the emotional and social intelligence scores of college students of different genders, and the results are shown in Table 3.4.

Table 3.4

Comparison of Emotional and Social Intelligence Scores among College Students of Different Genders

	Female (N=320)		Male (N=221)		T	P
	Mean	standard deviation	Mean	standard deviation		
Self-motivation skills	21.0116	2.7175	21.8730	3.0429	3.394	0.001
Emotional appraisal skills	13.0025	3.5704	14.4657	4.6498	3.968	0.000
Emotional Cognitive	19.3794	2.4910	19.1538	2.9860	0.928	0.345

Ability						
Emotional regulation	13.2731	2.3697	14.6291	2.4414	6.475	0.000
Emotional Adaptability	14.0124	2.7150	15.1469	3.4079	4.151	0.000
Interpersonal Skills	11.4405	2.1293	11.1491	2.1019	1.577	0.115
General Questionnaire	92.1196	7.4996	96.4176	9.3926	5.701	0.000

The findings demonstrate that the Mean total emotional intelligence score of male college students is 96.42, compared to a mean score of 92.12 for female secondary school students. The statistical analysis revealed a significant difference in emotional intelligence scores between male and female secondary school students, with a p-value of $0.000 < 0.001$ at a significance level of 0.001. The level of emotional intelligence of male secondary school students is significantly higher than that of their female counterparts. This aligns with Xu Xiaoyan's study, which found no significant difference in emotional intelligence levels between male and female college students [67]. However, female college students scored significantly higher than male students in the sub-dimension of emotional evaluation power within emotional and social intelligence. The narrowing of the gap in emotional intelligence levels between male and female college students may be attributed to societal changes. These changes include a decrease in the age at which students are exposed to the world, resulting in a greater sense of

self-awareness. Additionally, the gap between male and female education has continued to diminish, which has led to increased maturity in all aspects. The difference in emotional intelligence levels between male and female university students has decreased.

A subsequent analysis of the sub-categories indicates that male and female pupils in secondary education possess a lower capacity for "self-motivation", "emotion appraisal", "emotion regulation", and "emotion adaptation" in regards to their abilities to "motivate themselves", "evaluate emotions", "regulate emotions", and "control emotions". The scores for "self-motivation ability", "emotion evaluation ability", "emotion regulation ability", and "emotion adaptation ability" differ significantly between male and female secondary school students, reaching a significance level of 0.001. Further, male college students have significantly higher scores compared to their female counterparts. However, no significant differences were found in "emotion cognitive ability" and "interpersonal communication ability". On the contrary, the variances in "emotional cognitive ability" and "interpersonal ability" demonstrate no significance. However, female college students have achieved higher scores than their male secondary school peers in these two dimensions. This corresponds with the current reality, as female college students are generally more perceptive and possess a more extensive range of personal experiences than males. Consequently, female college students achieve higher scores in "emotional cognitive ability" and "interpersonal ability" than their male college counterparts. Thus, in the areas of "emotional cognitive ability" and "interpersonal ability", it is generally observed that female college students exhibit

greater strength than their male counterparts.

According to China's basic national conditions and the general situation of university students, female university students are somewhat closed in their social life when they first enter university, preferring to build "small groups" rather than accommodating a wide range of people. In addition, in terms of motivation and persistence in participating in clubs, female students perform less well than male students, which may indirectly lead to the fact that female students have better interpersonal skills in "small groups", and female students express their emotions in a softer way, so interpersonal conflicts are not obvious. However, in terms of extensive social activities, they have poorer emotional control and adaptability, and are prone to fall into a certain "emotional whirlpool".

A comparison was made among college students' scores in emotional and social intelligence in different types of schools.

The results of the analysis of inter-school variations in emotional and social intelligence among college students are presented in Table 3.5. The outcomes show that variance between emotional intelligence scores in various schools is noteworthy ($P < 0.001$, significance level at 0.001). The discrepancies regarding "Self-motivation" and "Emotional Adaptability" are not noteworthy. However, notable differences are present across all other dimensions, specifically in "Emotional Awareness" and "Interpersonal Skills," with a significance level of 0.001. "Emotional Cognitive Ability" and "Interpersonal Ability" also show significant discrepancies across all other dimensions, reaching a significance level of 0.001.

Table 3.5.

**Comparison of Emotional and Social Intelligence Scores of Students in
Different Types of Schools**

	National "Double First-Class" Colleges and Universities (N=199)		Ordinary Colleges and Universities (N=232)	
	Mean	standard deviation	Mean	standard deviation
Self-motivation skills	21.45	2.88	21.48	2.92
Emotional appraisal skills	13.02	4.15	13.89	4.13
Emotional Cognitive Ability	19.97	2.62	19.48	2.56
Emotional regulation	13.80	2.52	14.18	2.51
Emotional Adaptability	14.38	3.30	14.76	3.04
Interpersonal Skills	11.77	2.02	11.16	2.18
General Questionnaire	94.42	8.41	94.98	8.96

	Vocational Schools (N=210)		T	P
	Mean	standard deviation		
Self-motivation skills	20.86	2.87	3.394	0.001
Emotional appraisal skills	14.39	3.95	3.968	0.000
Emotional Cognitive Ability	17.63	2.48	0.928	0.345
Emotional regulation	13.20	2.32	6.475	0.000
Emotional Adaptability	14.26	2.72	4.151	0.000
Interpersonal Skills	10.82	2.03	1.577	0.115
General Questionnaire	91.18	7.96	5.701	0.000

A follow-up examination was carried out on the results of the ANOVA (see Table 3.6.), revealing that emotional and social intelligence scores of students in regular universities were marginally greater than those in national "double first-class" universities. However, the divergence between the two was found to be insignificant. Although there were significant differences in the emotional and social intelligence scores between vocational schools and both ordinary universities and national "double first-class" universities, the scores of vocational schools were notably lower than those of national "double first-class" universities.

This may be due to the fact that in China, vocational schools generally have lower scores compared to national "double first-class" universities. It should be noted that the evaluation was conducted objectively without subjective judgments. Technical term abbreviations have been explained when first used. The emotional and social intelligence scores of students attending general undergraduate colleges and national "double first-class" colleges and universities greatly differ from those in vocational schools, with scores in vocational schools notably lower. This discrepancy can be attributed to the fact that students who attend vocational schools in China are predominantly individuals who did not pass the college entrance examination, leading to lower cultural literacy and psychological quality. These students possess inadequate cultural and psychological qualities, leading to subpar academic performance and a limited selection of vocational schools. A significant portion of them adopt a lackadaisical attitude toward their studies, which exacerbates their frustration levels and contributes to a pervasive lack of self-confidence and achievement. Consequently, the emotional appraisal ability, emotional cognitive ability, emotional regulation ability, and interpersonal ability of these students are inferior to those at other levels. As a consequence, compared to students in other levels, these students demonstrate some differences in their ability to assess emotions, process emotions, regulate emotions, and communicate interpersonally regarding emotions.

Table 3.6.

**Post hoc comparison table of emotional and social intelligence scores in
different types of schools**

(I)Type of school	(J)Type of school	Mean deviation (I-J)	Standard deviation	P
National "Double First-Class" Colleges and Universities	Ordinary Colleges and Universities	-0.5569	0.8260	0.500
	Vocational Schools	3.2421	1.0178	0.002*
Ordinary Colleges and Universities	National "Double First-Class" Colleges and Universities	0.5569	0.8260	0.500
	Vocational Schools	3.7990	0.9903	0.000**
Vocational Schools	National "Double First-Class" Colleges and Universities	-3.2421	1.0178	0.002*
	Ordinary Colleges and	-3.7990	0.9903	0.000**

	Universities			
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Note: * means $P < 0.05$, ** means $P < 0.01$.

In China, the state-supported "double first-class" universities have a more complete teaching system and better hardware resources, and due to the higher-than-national admission scores, the quality of students in these schools is higher than that of other schools in all aspects. In addition, due to the state support and social or corporate concern, the extracurricular activities and social scope of such schools are more diverse and extensive, so even some "awkward, not understanding" students can grow in a very short period of time.

Students of ordinary universities have limited resources that they can obtain from the society. Although there will be regional or city policies that are tilted in favour of them, the strength of the support and the amount of financial sums are also directly related to the regional economic situation and the degree of openness, and if the university is located in a first-tier or super first-tier city, the gap between the quality of students of even ordinary universities and that of the "double first-class" universities may not be very big. However, if the university is located in mountainous areas or second- or third-tier cities, subject to the constraints of local resources, the social environment of students will be more confined to the local area, and the extracurricular activities at the national level will be greatly reduced, so the cultivation of students' emotional and social intelligence and social intelligence will be relatively slow, and the harvested results will not be able to be compared with those of the "double first-class" universities.

The situation is even more unfavourable in vocational schools, where the

quality of the students is poorer in all respects than in the first two types of schools, due to the low admission scores and even special vocational exams to further reduce the proportion of cultural subjects, and the difficulty of obtaining vocational exam scores. In addition, students in such schools do not have clear personal plans and development plans, and many of them are generally in the psychological state of "getting by", so they basically do not have useful social activities, and mostly have fun, so they are short-sighted and behave selfishly and irrationally, and so they perform poorly in terms of emotional and social intelligence and social intelligence.

Age difference analysis of emotional and social intelligence of university students (analysis of variance - ANOVA) was performed on the emotional intelligence scores of secondary school pupils from various age groups. Results are displayed in Table 3.7. It is evident from the table that the ANOVA test, with an F value of 2.555 and a P value of $0.027 < 0.05$, demonstrates a significant variance in emotional and social intelligence scores among students from different age groups.

Table 3.7.

**ANOVA Table of Emotional and Social Intelligence Scores of Students of
Different Ages**

Source	Sum of squares	Degrees of freedom	Mean square	F	P	After-test
Inter group	946.68	5	189.33	2.555*	0.027	②>① ②>③

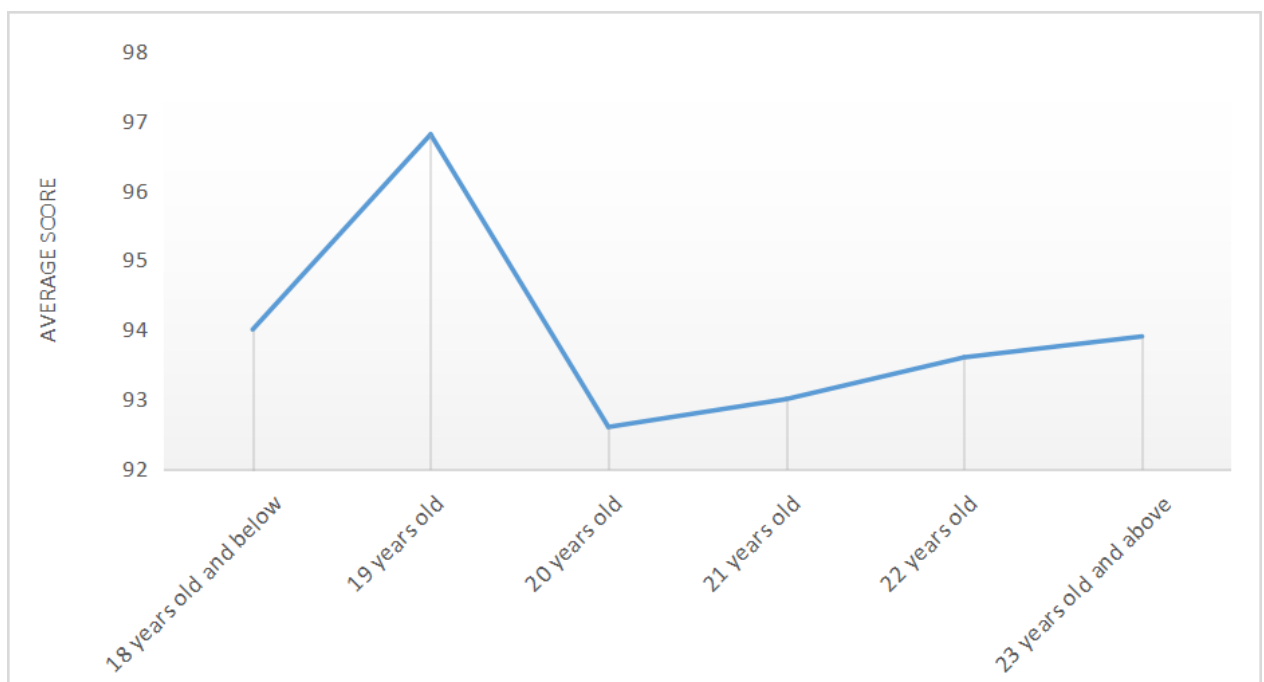
Within group	39791.7	537	74.10			②>④ ②>⑤
Total	40738.38	542				

Note: ① 18 years old and below; ② 19 years old; ③ 20 years old; ④ 21 years old; ⑤ 22 years old; ⑥ 23 years old and above.

Further post hoc test results are shown in Figure 3.1.

Figure 3.1

Mean differences in emotional and social intelligence scores of students in different age groups



According to Figure 3.1., students aged 19 had the highest scores for emotional and social intelligence and their scores were significantly different from the scores of students aged 18, 20, 21, 22 and above, while the scores of students aged 18 were not significantly different from the scores of students aged 23 and above. The data presented in Figure 3.1. show that the scores for emotional and

social intelligence were high at the age of 18, reached a peak at the age of 19, and experienced fluctuations at the age of 20 before beginning a gradual increase. At the age of 18, secondary school students typically commence their first year of university. Having been transitioned from high school to a new academic environment, characterised by a completely different teaching mode, they convey a strong desire for their forthcoming student life. Consequently, they are dedicated to their studies and social life with an elevated degree of enthusiasm. This leads to heightened levels of emotional and social intelligence. At the age of 19 (in their second year of university), having already completed one year of study, students tend to have adapted to university life and may benefit from relatively stress-free environments without the pressures of further education or job hunting [61]. This allows for the development of personal hobbies and interests, increased social connections and stability of emotional states, leading to enhanced emotional and social intelligence. Twenty-something students in their third year of university face intense competition from graduate schools and other university programmes, and defining their future direction is the biggest challenge they face. They operate within a somewhat enclosed and stressful arena of student existence, and after two years of learning, certain students brimming with zest for university living demonstrate unsatisfactory academic progress for a variety of reasons. This engenders a profound sense of disappointment within them. In the cramped and stressful environment of student life, some enthusiastic students find themselves dissatisfied with their studies after two years for various reasons. This condition leads to a sense of frustration along with confusion about their studies and career

prospects, causing a loss of self-confidence. As a result, there is a relatively lower level of emotional and social intelligence among third-year students. They can now rationally regulate and manage their emotions, leading to a gradual increase in their emotional and social intelligence from the comparatively lower levels of their third year at university.

Based on the scores for emotional intelligence, social achievement and academic achievement (as shown in Table 3.8.), there are discrepancies in the scores in these areas across the seven professional categories. Foreign Language students have the highest Mean score for emotional intelligence, followed closely by Art students. Medical students have the highest Mean score for social achievement, followed by Management students. Foreign Language students also have the highest Mean score for academic achievement, followed closely by Management students.

Table 3.8.

Mean and standard deviation (M±SD) of the scores on emotional and social intelligence and academic performance and social achievement of university students in different professional categories

	Finance and Economics	Engineering	Management	Science
Emotional and Social Intelligence	128.29±10.01	128.29±11.71	125.76±12.51	125.80±14.04

Social Achievement	5.17±0.45	5.09±0.416	5.21±0.46	5.16±0.34
Academic Achievement	2.67±0.61	2.42±0.72	2.42±0.75	2.51±0.79

	Foreign Languages	Medicine	Art
Emotional and Social Intelligence	128.29±12.08	128.25±11.75	128.72±10.8
Social Achievement	4.89±0.21	5.34±0.27	5.14±0.402
Academic Achievement	3.34±0.434	2.40±0.78	2.74±0.41

To investigate whether there were substantial variations among college students in emotional and social intelligence, academic accomplishment, and social success across the seven key categories, a one-way factorial ANOVA analysis was carried out (see Table 3.9.). The results were objectively assessed without including subjective evaluations and using concise and comprehensible language. Technical terms were defined consistently, and the language used was clear, unbiased, and formal. The writing structure was logical and had causal connections between sentences, and the text was free from grammar, punctuation, and spelling errors. The language adhered to British English standards, using spelling, grammar, and vocabulary that are common in the UK. The study found no noteworthy contrasts in emotional and social intelligence observed among students from the

seven professional categories. However, there were notable disparities in academic achievement and social accomplishment. In terms of emotional and social intelligence, the calculated F-value was 1.06 (df=6, 540), $P=0.386>0.05$; for social achievement, it was 7.445 (df=6,540), $P=0.000<0.001$; for academic achievement, it was 12.792 (df=6,540), $P=0.000<0.001$; and for both emotional and social intelligence, the calculated F-value came out to be 3.159 (df=6,540), $P=0.005<0.01$.

Table 3.9.

One-way ANOVA on Emotional and Social Intelligence, Academic Achievement and Social Achievement of College Students in Different Professional Categories

	Mean	Standard deviation	df	MS	F	significance level
Emotional and Social Intelligence	127.51	11.911	6	150.277	1.060	0.386
Social Achievement	5.14	0.402	6	7.455	7.455	0.000
Academic Achievement	2.65	0.722	6	12.792	12.792	0.000

The Pearson correlation test (refer to Table 3.10.) was conducted on emotional and social intelligence, social and academic achievement of university students, demonstrating a lack of significant correlation between emotional intelligence and

academic achievement. There is a significant correlation between the emotional and social intelligence of college students and their social achievement ($r=0.189$, $P<0.01$), while there is a non-significant correlation between their academic achievement and social achievement ($r=0.057$, $P>0.05$).

Table 3.10.

**Correlation analysis of college students' emotional and social intelligence
with academic achievement and social achievement**

Emotional and Social Intelligence		
Social Achievement	0.073	
Academic Achievement	0.189**	0.057

Note: * indicates $P < 0.05$, ** indicates $P < 0.01$.

Considering social achievement as the dependent variable and emotional and social intelligence level, grade, major, and whether or not they hold student leadership roles as the independent variables, a detailed multiple regression analysis was conducted on the social achievement of university students. Emotional and social intelligence level, grade, and major were utilized in the analysis, and the results are summarized in Table 3.11. Among them, certain factors including grade, major, and leadership status were analyzed as qualitative variables, and then converted into dummy variables for use in regression statistics.

Table 3.11.

Stepwise regression analysis of college students' social achievement with factors such as emotional and social intelligence

Input factor	Correlation coefficient R	Determination coefficient R ²	Addition of explanatory variables ΔR^2	Standardised recall coefficient	F	t	P
Emotional and Social Factors	0.176	0.031	0.031	0.154	15.579	3.467	0.001
Grade	0.213	0.045	0.014	0.132	11.647	3.002	0.002
Whether or not as a student leader	0.246	0.061	0.016	0.126	10.487	2.813	0.005

The results revealed that three variables - emotional and social intelligence, grade level, and leadership status - were significant and predictive of social achievement ($p < 0.01$) within the regression equation. The order of significance in which the three variables of emotional and social intelligence, grade, and being a student cadre or not were entered into the regression equation suggests that emotional and social intelligence is the primary and most important predictor of social achievement. The correlation coefficient between emotional and social intelligence, grade, whether the student is a cadre, and social achievement is 0.26. The coefficient of determination R² is 0.069. Although the predictive power of the three variables combined on social achievement is not substantial, the variable of

emotional and social intelligence alone accounts for half of the predictive power of the combined variables. This implies that emotional and social intelligence plays a considerable role in college students' social achievement.

Management is also essential in any field of modern society. Designing and maintaining a favourable environment in which people can efficiently accomplish their goals in a group is what management should be about [63]. Maintaining a good interpersonal environment is an important part of it. For managers, Robert Lee Katz believed that they must have three skills, namely professional skills, interpersonal skills and rational skills [72].

Except professional skills, there is an important relationship with emotional and social intelligence among other skills. For interpersonal skills, people with high levels of emotional and social intelligence are able to win good interpersonal relationships, which has been confirmed in previous studies [7]. Rational skills are even more important. Individuals tend to be more irrational under the influence of negative emotions, and for senior managers, irrational judgements and behaviours are often influenced by bad emotions. A high level of emotional and social intelligence is conducive to solving this problem. Therefore, there are scientific reasons why people with high emotional and social intelligence tend to achieve high levels of success.

3.4. Conclusion

This study has achieved some meaningful research results, analysed the

differences in the realisation of emotional and social intelligence across gender, age, school type and other factors, and discussed the regression equations between academic performance and social achievement and emotional and social intelligence.

The present chapter examines emotional intelligence through the use of a questionnaire. Firstly, the adapted questionnaire was used to examine the structural model of emotional intelligence, which was found to be consistent with initial expectations, and demonstrated satisfactory reliability and validity. Secondly, the study analysed the correlation between emotional and social intelligence and factors such as school, gender, and age. A regression equation was established to accurately reflect and predict the relationship between the two forms of intelligence. The regression equation effectively demonstrates the correlation between the two factors and possesses satisfactory predictive capabilities.

The emotional and social intelligence of college students varies according to age, school environment, and gender. However, these factors have little impact on actual performance. Engaging in a diverse range of social activities enhances emotional and social intelligence among university students. Enhanced emotional and social intelligence fosters higher social achievements among students. This interplay reinforces and influences each other, although, certain limitations exist.

However, there are still unfortunate aspects of the study, including the emotional intelligence questionnaire design being rather crude due to limitations, the lack of retest reliability, and the need for operational effectiveness to be tested in practice.

CONCLUSION

Studies have shown that while IQ is largely an innate trait, emotional intelligence is more of a nurture trait, and this is perhaps the most important difference between the two [62]. This means that no matter how gifted a child may be, educators have the opportunity to make up for any deficiencies in a child's personality and set them up for success in later life. Emotional and social intelligence is a lifelong skill. It is not as stable as personality traits, nor is it like a cognitive ability that has a critical period of development; it is always in development, it is an accumulation of human experience, a comprehensive reflection of personality development and cognitive development, and it is an accumulation, a kind of learning and therefore trainable [13]. Based on the results of the above research, it can be seen that the college's curriculum planning and other factors have an important influence on the development of students' emotional and social intelligence. The following is a strategy for the development of emotional and social intelligence from the college's point of view.

1. Systematically include cultivation in the content of higher education.

The cultivation of emotional and social intelligence is a completely new field and content of higher education. Colleges and universities should take the cultivation of students' emotional and social intelligence as an important educational content and evaluation index, and carry out the work in an organised and planned way in establishing the system, designing the curriculum, organising

practical activities, building college spirit and campus culture, and so on.

In classroom teaching, teaching materials can be selected according to the students of different grades, and professional teachers will carry out case teaching according to the students' characteristics. For example, they should set up additional courses such as "Communication Etiquette", "Communication and Interpersonal Relations" and other courses that are operational and practical, and conducive to the cultivation of students' interpersonal competence, so as to make them aware of the importance of interpersonal communication in the learning process, and gradually form the consciousness of improving interpersonal competence, and provide them with the opportunity to improve their interpersonal communication skills. and provide them with guidance on how to improve their interpersonal communication skills, so as to effectively improve students' interpersonal emotional intelligence skills. Positive Psychology is offered to enable students to have a systematic and correct understanding of success, self-esteem, human relationships, to learn to find joy and happiness in life, to learn self-control and self-motivation, to maintain a positive and optimistic attitude towards study, life and work, and to help them become a better version of themselves.

In the social practice activities, we pay attention to the teaching of internship and social practice, offer experimental classes, professional labour classes, arrange teaching internship, production internship, graduation internship, social practice and second class activities, so as to let college students have extensive contact with society, actual practice, workers and farmers, and enhance their understanding of society and personal experience of grassroots life to achieve the purpose of

correctly expressing emotions, controlling emotions, and rationally managing interpersonal relationships.

In campus cultural activities, college culture itself is open, contagious, motivating and permeable [47]. It has an important subtle influence on students and an orientation and education function that other forms of education can hardly replace [42]. In the long-term cultural practice of the college, the will and value of the college penetrate into all aspects of the college and influence the students, consciously or unconsciously, from quantitative to qualitative changes.

2. Strengthening personality education for students.

Personal education itself is not a separate field, but it should become a major part of higher education, into the university learning, life at all levels, the impact of the ultimate goal is to form a stable psychological quality of college students and enhance the level of emotional and social intelligence [26]. Teachers need to understand that students' minds are sparks to ignite, not vessels to fill. This includes self-awareness, emotional control, self-motivation, impulse control and interpersonal skills.

3. Establish an evaluation system for emotional and social intelligence training for college students.

Emotional and social intelligence training in US colleges primarily consists of "self-training courses" [20]. These courses aim to provide learners with personal and interpersonal experience of feelings and interactions. Examples of such courses include "Social Development", "Life Skills", "Social and Emotional Programmes" and "Personal Intelligence". The ultimate objective is to integrate

social and emotional development into formal education. Emotional and social intelligence can be developed through self-evaluation, goal-setting, and perseverance, as well as studying and testing. It is essential for colleges and universities to consider the cultivation of emotional and social intelligence qualities in all aspects of education.

In brief, the empirical data above illustrates that emotional intelligence is attainable and can be developed in adulthood. College educators should understand the importance of fostering emotional and social intelligence in their students, establish the pedagogical doctrine of "parity between emotion and intelligence", actively grasp the key facets of emotional and social intelligence education and the important methods and approaches for cultivating emotional and social intelligence, and consciously strengthen the integration of emotional and social intelligence cultivation in their educational and teaching activities, thereby facilitating the comprehensive and systematic development of their students and improving their overall quality. To augment the integration of emotional and social intelligence development in educational and teaching practices, resulting in students experiencing comprehensive and methodical growth leading to enhanced personal attributes. In order to improve the quality of employment in colleges and universities, priority must be given to awareness and the implementation of effective measures. In addition, it is essential that the emotional and social intelligence of graduates is consciously improved in order to meet society's demand for talent. This should be done through a comprehensive focus on quality and standards.

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APPENDICES

APPENDIX A

Questionnaire on Social and Emotional Intelligence

Dear Student: Hello!

Welcome to participate in this questionnaire, your opinion is quite valuable, please fill in and answer the questionnaire according to your personal situation and feelings about the general situation, do not need to think too much. This questionnaire does not count names, there is no right or wrong answers, the results of the survey are for academic research use only, absolute confidentiality, please feel free to fill in. Please feel free to fill in the questionnaire. Each question must be answered, otherwise the whole questionnaire will become invalid.

Thank you for your assistance!

Part I: Your basic information (please tick on the answer you think is correct after each question)

1. Sex: ①Male; ②Female.
2. Age: ① 18 years old or below; ② 19 years old; ③ 20 years old; ④ 21 years old; ⑤ 22 years old; ⑥ 23 years old or above.
3. The type of school you are attending: ① National "double first-class" universities; ② Ordinary colleges and universities; ③ Vocational schools.
4. Your grade level: ①First year of university; ②Second year of university; ③Third year of university; ④Fourth year of university; ⑤Postgraduate student; ⑥Doctoral student.

5. Your Major: ①Literature; ②Management; ③Economics; ④Natural Sciences;
⑤Engineering; ⑥Medicine; ⑦Arts.

Part II: Questionnaire on the Emotional State of Secondary School Students (Each of the following questions is a declarative sentence, please tick the answer at the end of the question according to your level of agreement, and the meanings of the numbers are as follows: 5 means "strongly agreeable"; 4 means "agreeable"; 3 means "not sure"; 2 means "not agreeable"; and 1 means "strongly not agreeable").

Content	1	2	3	4	5
I know what kind of situations make me prone to mood swings					
I don't want to express my anger, happiness, sadness or jealousy.					
I know how to recognise my own moods in the words and expressions of others.					
I don't like all the people I know.					
I am not cheerful enough and seldom smile					
It is difficult to find the right way to express my emotions, either in anger or aggression.					
I don't know if I'm emotionally weak or strong.					
I sometimes gossip about people.					
I am able to suppress my worries when I have a bad day					
I am able to cope calmly with unexpected emergencies					

My mind is in a state of tension and I cannot relax myself.					
When I am frustrated or aggrieved, I am able to maintain the optimism of being able to give in and give up					
Sometimes I really want to curse					
I am in a hurry to do everything and I think I am impatient.					
I can quickly regulate myself when I am emotionally impulsive or angry.					
I believe that I can succeed in life.					
I never give up lightly on what I have decided to do.					
I can encourage myself to overcome difficulties in my studies.					
Sometimes I tell lies.					
I believe that "failure is the mother of success."					
I don't need to ask myself for anything. If I can't do something, I should give up.					
I can learn from my mistakes and do not blame others.					
I don't dare to take on new responsibilities for fear of making mistakes.					
Sometimes I put off until tomorrow what I should do today.					
I have a good understanding of my classmates' temperament and character					
I always pay attention to the mood changes of people around me					
I know how to understand and respect other people's feelings when interacting with them.					
I don't recognise when I have touched or hurt someone's feelings.					

I don't feel the need to consider the feelings of others.					
I have no reluctance to co-operate with others					
I know how to work with others without "giving credit where credit is due".					
I prefer to go along with my own opinions or suggestions when I am worried that they are not good.					
I know that breach of trust and deception are the worst enemies of friendship.					
I show resentment or avoid others when they do not agree with me.					

Part III: Self-evaluation. The following items are multiple choice, please select according to the actual situation during the time in college.

- Participated in provincial or national projects
- Received scholarships at the faculty level or above
- Served as a club leader (e.g. president, minister, etc.) or class leader (e.g. class president, etc.)
- Participated in innovation and entrepreneurship projects
- Participated in or organised large-scale activities at school level or above, and gained certain achievements.
- Obtained any kind of school-level certificates, including "Excellent Cadre" and "Excellent Student".
- Work-study and have their own source of income (e.g. tutoring, etc.) during the period of study.

APPENDIX B

Emotional Intelligence Scale (EIS) Revised Edition by Wang Caikang

The purpose of this survey is to collect empirical data for my research project on "Emotional Intelligence". This data collection is very important to my research project, so I hope you will try your best to support me and answer the questions according to the actual situation.

Please tick each data in the table below according to the actual situation, the meaning of the data is as shown in the table, 1 means completely inconsistent with the actual situation, 5 means completely consistent with the actual situation. The meaning of the data is as shown in the table, 1 means it does not match with the actual situation at all, and 5 means it matches perfectly. We would like to express our heartfelt thanks to all the subjects who participated in the survey! If there are no questions Please start answering.

1	2	3	4	5
strongly not agreeable	not agreeable	Not sure	agreeable	Strongly agreeable

Content	1	2	3	4	5
I'm very good at controlling my emotions					
I am always aware of my friends' emotions through their behaviour					

I am not interested in what impression I leave on others					
I can control my emotions (e.g. I can easily suppress my impulsive emotions)					
People find me easy to trust					
I can use my good emotional state to help me face difficulties					
I find it useful to try to be calm when solving problems in life					
When faced with difficulties, I remember times when I have faced similar difficulties and overcome them.					
I prefer not to let others know my emotions					
I look forward to having everything go my way					
People have told me that it is difficult to talk to me					
I didn't realise that being in a positive emotional state helped me come up with new ideas.					
I motivate myself by envisaging a happy ending to what I'm doing.					
I try to do as much as I can to make people think better of me.					
I always tell myself that I am a capable person					
I don't usually expect good things to happen					
When someone tells me about a major event in his life, I feel as if it was my own experience					
I am very understanding of the emotions of those around me					

Emotions don't play a big role in how I deal with problems					
I can control my emotions so that I can solve problems rationally.					
I can calm down quickly when I am angry.					
Some changes in my life have changed my outlook on the world.					
I give up when faced with a challenge because I think I will fail.					
Emotions are an important factor in determining the meaning of our lives.					
I know why I'm in a bad mood					
I always set myself goals and try my best to achieve them					
I can tell when someone is in a bad mood just by looking at them					
My emotional state has little effect on how I deal with problems					
I will do things to make others happy					
It's hard for me to tell if someone is in a good or bad mood by the sound of their voice.					
I'm a good observer of other people's moods.					