

Chapter 8

Self-Emotional Management Among Undergraduate Students

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ABSTRACT

This research paper explored significant differences in self-emotional management among undergraduates across academic programs. The study revealed distinct variations in self-emotional management levels among students enrolled in B.Com., B.Sc., BBA, and BCA programs, with B.Sc. students displaying heightened levels. These findings aligned with prior research, indicating science students' superior emotional management abilities. The investigation found semester progression did not significantly impact self-emotional management scores, suggesting consistent emotional regulation across academic stages. Additionally, the absence of a substantial interaction effect between program and semester underscored semester's universal influence on emotional management across programs.

INTRODUCTION

In recent years, emotions have emerged as a focal point within educational psychology, illuminating their profound impact on students' academic experiences and outcomes. Emotional intelligence (EI), the ability to recognize, understand, and manage one's own emotions as well as those of others, plays a crucial role in shap-

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ing the well-being of university students. Research has consistently shown a positive correlation between emotional intelligence and various aspects of well-being, including mental health, academic success, and overall life satisfaction. Firstly, individuals with higher levels of emotional intelligence are better equipped to manage their own emotions effectively. They are more adept at regulating negative emotions such as stress, anxiety, and depression, which are commonly experienced by university students due to academic pressures, social challenges, and transitions to adulthood. By being able to recognize and regulate their emotions, emotionally intelligent students experience lower levels of psychological distress and higher levels of psychological well-being. Moreover, emotional intelligence enables students to navigate interpersonal relationships more successfully, fostering positive social connections and support networks. University life often involves diverse social interactions, ranging from friendships and romantic relationships to collaborations with peers and interactions with professors. Emotionally intelligent students are better able to communicate effectively, resolve conflicts constructively, and build meaningful relationships, leading to greater social support and a sense of belonging, both of which are essential for overall well-being. Furthermore, emotional intelligence is closely linked to academic success and performance. Students with higher levels of emotional intelligence demonstrate greater self-regulation, motivation, and resilience, enabling them to set and achieve academic goals, manage time effectively, and cope with academic challenges and setbacks. They are also more likely to seek help when needed, utilize effective study strategies, and engage in active learning, all of which contribute to higher academic achievement and satisfaction. Importantly, self-emotional management, a component of emotional intelligence, plays a critical role in promoting well-being among university students. By effectively managing their own emotions, students can reduce stress, enhance coping strategies, and cultivate a positive mindset, all of which are essential for maintaining mental and emotional health. Self-emotional management involves techniques such as mindfulness, self-reflection, and cognitive reappraisal, which empower students to respond adaptively to stressors and setbacks, ultimately promoting resilience and well-being. In conclusion, there is a strong correlation between emotional intelligence, managing one's own emotions, self-emotional management, and the well-being of university students. By developing emotional intelligence skills, students can enhance their ability to regulate emotions, navigate social relationships, achieve academic success, and maintain overall well-being throughout their university experience. Therefore, interventions aimed at promoting emotional intelligence and self-emotional management among university students are essential for fostering a positive and supportive campus environment conducive to student flourishing. This heightened interest in emotions stems from the recognition of their pivotal role in academic self-regulation and achievement (Pekrun and Schutz, 2007). A growing

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