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Social Intelligence and Emotional Regulation among open education vs regular college enrolled students of undergraduate in professional courses: A Comparative Study

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Abstract

The present study investigates the relationship between Social Intelligence and Emotional Regulation among undergraduate students enrolled in professional courses through Regular College and Open Education modes in Rajasthan. It aims to understand how the educational environment influences students' interpersonal adaptability skills and emotional control. A comparative correlational design was used with a sample of 100 students aged 18–23 years, of whom 50 were enrolled in regular classes and 50 in open/distance education mode. The study used the Tromsø Social Intelligence Scale (TSIS), developed by Silvera et al. (2001), and the Emotion Regulation Questionnaire (ERQ), developed by Gross & John (2003), to measure levels of Social Intelligence and Emotional Regulation, respectively. The findings revealed a significant difference in both social intelligence and emotional regulation between regular and open education students. There was also a significant positive correlation between social intelligence and emotional regulation across both groups.

Keywords: Social Intelligence, Emotional Regulation, Undergraduate Students, Regular College, Open/Distance Education, Comparative Correlational Design.

Introduction

In today's higher education, a student's success is not determined by intelligence or academic knowledge alone. More focus is now on socio-emotional skills that help people manage relationships, handle their emotions, and adjust to school and work settings. Social intelligence and emotional regulation are among these skills and play a vital role in a student's engagement, well-being, and readiness for their careers. This is especially true for undergraduate students in professional courses. Teamwork, hardiness, and adaptability are very important. In India, especially in culturally diverse states like Rajasthan, higher education encompasses not only conventional face-to-face learning but also open or long-distance learning. Such models of education vary considerably in terms of exposure and interaction with others. These differences may affect students' social-emotional growth across different models of education. But there is not much research exploring this aspect.

This proposed study will help address the gap by exploring the concepts of social intelligence and emotional regulation in undergraduates pursuing professional degrees in both conventional and open educational systems in the state of Rajasthan. To clarify the proposed study, the following sections present an introduction to the concepts, theories, and previous work on social intelligence and emotional regulation.

Social Intelligence

Social intelligence can be described as the ability or skill to understand, control, and cope with social relationships. It requires sensitivity to social cues, empathy, effective interpersonal skills, and the ability to adjust one's behaviour according to a social situation. In fact, the very first definition of social intelligence is attributed to Thorndike in 1920. He felt social intelligence is the ability "to understand and control men and women, boys and girls; to act wisely in human relations."

Later views built on this idea. Wechsler in 1944 saw social intelligence as a key part of general intelligence. It shows how well an individual can relate to others. The definitions today give it a more complex explanation. For instance, Goleman (2006) defined social intelligence as knowing the feelings of others, understanding the dynamics involved in social interactions, and acting appropriately in accordance with such knowledge. Albrecht (2006) explained social intelligence as a combination of social awareness, situational awareness, and interpersonal skills that enable a person to function efficiently in their relationships.

These definitions showcase social intelligence as an adjustable mental skill that integrates thought, feeling, and action in social settings.

Theoretical Framework

The formal study of social intelligence began in the early 20th century. Thorndike's (1920) tripartite model of intelligence includes abstract, mechanical, and social aspects. It was the first to clearly identify social intelligence as a unique area. However, early research struggled with how to define and measure it, leading to questions about its uniqueness.

Wechsler argued, in the mid-20th century, that social intelligence was not independent; rather, it was an aspect of general intelligence (Wechsler, 1944). As psychometric methods took over intelligence research, social intelligence received less attention.

Social intelligence gained momentum once again during the end of the 20th century, due in part to theories of emotional and multiple intelligences. Gardner's (1983) theory of multiple intelligences introduced the construct of interpersonal intelligence. The construct is very closely related to the concept of social intelligence, emphasising one's awareness of the emotions, motivations, and intentions of others. Building on this, Goleman's notion of socio-emotional abilities gained popularity in his books in 1995 and again in 2006, introducing a model of social intelligence comprising both social awareness and skills, which encompass influence, harmony, and concern.

Today, theories consider social intelligence as a skill that can be learned. It is influenced by culture, education, and social experience. This approach can be very important in understanding differences between students in conventional and open education since they are in different social contexts.

Types and Importance of Social Intelligence

These include Social awareness, empathy, communication skills, adaptability, and relationship management (Goleman, 2006). Social awareness means being able to understand the emotions of other people. Social skills is the skill that enables one to react in a suitable manner when faced with varied circumstances.

For undergraduate students enrolled in professional courses, social intelligence may be a vital tool for teamwork, leadership, conflict management, and employability. Research has shown that students who exhibit high levels of social intelligence tend to perform well in a team, cooperate actively in class, and are better suited to working within a work-related setting (Kaukiainen, 2002). Social intelligence can play a huge role in ethical decision-making, customer handling, and success at work in management, teaching, healthcare, and law.

In the Indian context, with group values, authority relationships, and culture influencing social behaviour to a great extent, social intelligence becomes even more important. Students' social intelligence can influence their success in academic and professional careers to some extent.

There is scientific evidence supporting the link between social intelligence and positive educational outcomes. Research conducted by Saxena and Jain (2013) found that Indian college students with high levels of social intelligence demonstrated positive links with their educational achievements and self-confidence. The recent AISHE Report 2021-22 also mentioned that in India, higher education enrolled more than 38 million students, and the number is growing consistently in distance and open learning. These students tend to interact less with their peers and therefore tend to have limited campus exposure to socialisation opportunities, which may affect the development of social skills.

Worldwide, research suggests that reduced face-to-face interaction negatively impacts distance learners' acquisition of social skills. This calls for more comparative research studies.

Emotion Regulation

Emotion regulation is defined as controlling, expressing, or managing one's emotions. Gross (1998) described emotion regulation as "individual processes of monitoring, evaluating, or modifying one's emotional responses to accomplish one's goals."

This definition highlights both conscious and unconscious regulatory processes. According to Thompson (1994), emotional regulation referred to the processes that monitor, evaluate, and change emotional reactions, especially regarding their intensity and duration. Recently, Aldao, Nolen-Hoeksema, and Schweizer (2010) made a similar observation: emotional regulation strategies can predict psychological adjustment and mental health outcomes.

These definitions thus stipulate emotional regulation as the cardinal psychological skill required for effective functioning in various domains of life.

Theoretical Framework

Research on emotional regulation began with psychoanalytic theories, in which emotion regulation involved managing emotions and applying defence strategies. However, research systematically developed in the latter part of the 20th century.

A major contribution was Gross's (1998) Process Model of Emotion Regulation. This model describes regulation as happening at different stages of the emotion-generating process. These stages include situation selection, situation modification, attentional deployment, cognitive change (reappraisal), and response modulation (suppression).

Although this theory has been subject to quite extensive testing, it remains one of the prominent theories on emotion regulation.

Subsequent research has further developed the model, examining differences between individuals, cultures, and the dynamic nature of regulation over time. More contemporary work on emotional regulation conceives of this process as either a skill/competence and/or a predisposition influenced by experience, education, and environmental demands.

Types and Importance of Emotional Regulation

Emotional regulation strategies can, in turn, be categorised as adaptive or maladaptive. Cognitive reappraisal, problem-solving, and acceptance belong to the group of adaptive regulation strategies that influence positive psychological outcomes. Suppression, rumination, and avoidance belong to the maladaptive category related to distress and poor well-being (Aldao et al., 2010)

For undergraduates, the ability to regulate one's emotions is important for dealing with academic pressures, examination anxiety, and personal and professional issues. Evidence suggests that students who can regulate their emotions more efficiently are more involved in academic pursuits, less likely to suffer from burnout, and less likely to experience mental health problems (Extremera and Fernández-Berrocal, 2006).

In the Indian context, rising competition in academic institutions and career expectations have raised concerns about students' mental well-being. Emotion management skills act as protective measures to cope with the pressure that accompanies professional education.

Data obtained from the National Mental Health Survey of India conducted in the year 2015-16 revealed rising levels of stress, anxiety, and emotional problems in the young adult population of 18 to 29 years of age. Research conducted by Deb et al. in the year 2015 found Indian college students to be under high levels of academic stress, with emotional regulation playing an important role in the psychological well-being of these students.

Across the world, it has been identified by the WHO (2022) that one in seven young individuals is struggling with problems of mental health. This highlights the relevance of emotional regulation in the undergraduate stage of a person's life.

Relationship Between Social Intelligence and Emotional Regulation

Social intelligence and emotional regulation clearly go hand in hand both in theory and practice: to perform well socially, a person must regulate their emotions. At the same time, emotional regulation is often enhanced with social awareness and empathy. Studies show that people with high social intelligence use more effective emotion management strategies than those who lack it.

At the school level, these concepts affect relationships with peers, behaviour, and the formation of professional identity. For students in open education systems, reduced social interaction can affect how they develop both social intelligence and emotional regulation. This makes it especially important to examine these effects.

Rationale and Research Gap

Despite extensive research on social intelligence and emotional regulation separately, there are very few studies comparing these concepts across different types of higher education in India, especially in Rajasthan. The social experiences of open education students differ from those of typical students because their relationship with schools is different. This affects their personal growth. All the previous literature reviewed disregards this fact.

This study aims to compare the levels of social intelligence and emotional regulation among students in undergraduate professional courses who are part of regular and open education systems in Rajasthan. As this gap exists and needs to be addressed, this study can contribute to existing concepts in Educational Psychology and inform strategies that support students in different learning contexts.

Literature Review

Studies on social intelligence and emotional regulation have increased in the last few decades. These studies emphasise their relevance to academic adaptation, interpersonal relationships, and students' mental health.

Early ideas described emotion regulation as a process where individuals influence their experience and expression of emotions. Gross's process model is a useful framework that is still popular in research (Gross, 1998). This model describes regulation as a process that occurs at various stages of emotion generation. It has been proven across different cultures and age groups (Gross & John, 2003). Similarly, developments in social intelligence research describe it as a complex concept involving social awareness, empathy, understanding others, and adaptable behaviour. These ideas stem from earlier concepts of intelligence in social settings, which have been developed through frameworks of socio-emotional competence (Goleman, 2006; Kaukiainen et al., 2002).

Both social intelligence and emotional regulation have been associated with positive academic and psychological results for undergraduate students. According to meta-analytic research, positive emotion regulation strategies, such as cognitive reappraisal, correlate with psychological well-being. Conversely, the use of ineffective methods of dealing with negative emotions, including rumination and emotional suppression, correlates with the experience of psychological problems. Empirical evidence gathered in colleges and universities indicates that students who possess good emotional regulation demonstrate low stress levels, high academic results, and successful social relationships. Moreover, social intelligence has been associated with positive academic performance, social adjustment, and increased self-confidence in college settings.

Several empirical studies conducted in India confirm these findings. Research has found a strong link between social intelligence and academic and social skills in college students (Saxena & Jain, 2013; Bhat, 2016). Students with better social intelligence are better able to cope with the various demands of academic learning. On the other hand, empirical research focused on emotion regulation has found that poor emotional regulation skills increase the experience of anxiety, depression, and academic stress among college students (Deb et al., 2015; Sharma & Tiwari, 2021).

These findings are particularly important given the growing concern about students' mental well-being in Indian universities (World Health Organisation, 2022). There is clear evidence of a link between social intelligence and emotional regulation. Those who possess high levels of social intelligence employ more effective emotional regulation strategies and thus cope better with various social scenarios (Brackett et al., 2006). Components of social intelligence such as emotion perception and empathy play an important role in the regulation process and thus improve social functioning and adaptation (Gross & John, 2003).

Although these trends are emerging, few studies examine how mode of education affects socio-emotional skills. Current research into open and distance education implies that lower levels of interaction and participation may impact socio-emotional development (Teoh, 2019; Valizadeh, 2016). There is evidence that emotional intelligence and regulation play an important role in self-motivated learning, yet findings vary depending on circumstances (Teoh, 2019). The topic of socio-emotional skills among distance learners has been scarcely studied in India, despite the majority of its undergraduate students being open and distance learners (All India Survey on Higher Education, 2022).

In general, current knowledge emphasises the significance of social intelligence and emotional regulation for students' achievement but shows a significant research gap in comparative studies in this area. Not enough empirical data is available on comparing these variables among students studying in standard and open learning systems, particularly in professional undergraduate programs in regions such as Rajasthan.

Methodology

Objectives

The main objectives of this study are:

1. To assess the level of social intelligence among regular college students enrolled in professional courses.
2. To assess the level of social intelligence among open education students enrolled in professional courses.
3. To assess the level of emotional regulation among regular college students.
4. To assess the level of emotional regulation among open education students.
5. To compare the level of social intelligence between regular college and open education students.
6. To compare the level of emotional regulation between regular college and open education students.
7. To examine the relationship between social intelligence and emotional regulation in both groups.

Hypothesis

Null Hypothesis (H₀): There is no significant difference in social intelligence and emotional regulation between regular college and open education enrolled students of professional courses.

Alternative Hypothesis (H1): There is a significant difference in social intelligence and emotional regulation between regular college and open education enrolled students of professional courses.

Variables

In this study, variables are categorised into independent and dependent variables.

Independent Variable

This variable differentiates the two groups being compared depending on the mode of education used for the courses students are enrolled in

- Mode of Education:
 - Regular College Students
 - Open/Distance Education Students

Dependent Variables

- Social Intelligence

Social intelligence refers to an individual's ability to understand social cues and respond appropriately depending on adequate interpretation of situations. According to Thorndike (1920), individuals with high social intelligence possess high adaptability across different contexts. We will be using the Tromso Social Intelligence Scale to measure social intelligence in 3 factors

- Social Information Processing
- Social Awareness
- Social Skills

Emotional Regulation

Emotional regulation refers to the processes through which individuals monitor, evaluate, and modify emotional reactions to fit appropriate expression. It is important for students to evaluate and express emotional reactions in ways that benefit their academic and intrapersonal growth. We'll be using the Emotional Regulation Questionnaire (ERQ), which measures emotional regulation based on two strategies:

- Cognitive reappraisal
- Expressive Suppression

Scales Used

Tromso Social Intelligence Scale (TSIS)

The Tromso Social Intelligence Scale (TSIS) was developed by Silvera, Martinussen & Dahl in 2001. It is a psychological tool designed to assess social intelligence across 3 dimensions:

1. **Social Information Processing** – understanding verbal and non-verbal cues
2. **Social Skills** – acquired appropriate skills for effective interaction in social situations
3. **Social Awareness** – sensitivity to others' emotions and perspectives

DIMENSIONS	ITEMS
Social Information Processing	1, 3, 6, 9, 14, 17, 19
Social Skills	4*, 7, 10, 12*, 15*, 18, 20*
Social Awareness	2*, 5*, 8*, 11*, 13*, 16*, 21* (* Items are reverse items)

The scale measures how effectively individuals perceive, interact and understand social situations with interpersonal exchange and behaviour. It is based on the concept of social intelligence, which is an individual's competence in understanding and managing oneself and others in social settings. The TSIS helps evaluate SI based on three factors reflecting cognitive, behavioural, and emotional aspects, giving us a complete profile for the individual. It is used in both clinical and educational settings to assess an individual's social intelligence and help improve it through various interventions.

The Tromso Social Intelligence Scale consists of 21 items presented on a 7-point Likert scale (1 = the statement describes me extremely poorly, to 7 = the statement describes me extremely well) based on how well the given statement describes the individual. Items are distributed in 3 dimensions:

Reliability and Validity

- Cronbach's alpha ranges from **0.79 to 0.87**, indicating strong internal consistency.
- Construct validity is supported through factor analysis and correlations with interpersonal measures.

Norms: The higher the summative social intelligence score, the higher the social intelligence and lower the lower the social intelligence.

Emotion Regulation Questionnaire (ERQ)

The Emotion Regulation Questionnaire was developed by Gross & John in 2003. This psychological tool is a 10-item self-report scale assessing two major emotion regulation strategies:

1. Cognitive Reappraisal – reframing thoughts to change emotional impact
2. Expressive Suppression – inhibiting overt emotional expressions

The self-report questionnaire measures how effectively individuals regulate, moderate and suppress their emotions upon encountering triggering stimuli in a socially acceptable manner. It is based on the concept of emotion regulation, which refers to the ways people manage their feelings, expression, and emotions. The ERQ helps evaluate emotion regulation based on two factors reflecting cognitive and emotional aspects, focusing on 2 key components. It is used in organisational, clinical and educational settings to evaluate emotion regulation and help enhance it through various activities.

The Emotion Regulation Questionnaire consists of 10 items presented on a 7-point Likert scale (1 = strongly disagree to 7 = strongly agree) based on how well the given statement describes them. Items are distributed in 2 dimensions:

DIMENSIONS	ITEMS
Cognitive Reappraisal	1, 3, 5, 7, 8, 10
Expressive Suppression	2*, 4*, 6*, 9*

(* items are reverse scored in total score)

Reliability and Validity:

- Cronbach's alpha: 0.75 (reappraisal) and 0.73 (suppression)
- Validated across cultures and widely used in educational and psychological research.

Norms: The higher the summative emotion regulation score, the higher the emotion regulation; the lower the score, the lower the emotion regulation.

Procedure

The data collection process was carried out systematically through the following steps:

- The chosen standardised scales and a brief demographic information section were put together in an online questionnaire using Google Forms. Easier for participants to access and answer.
- Access to the Google Form link was provided to eligible participants through various academic contacts, student networks, and digital means. The effort was to get both regular and open education students to participate in order to balance their representation.
- The purpose of the study, confidentiality of answers and the voluntary nature of participating in the research were explained to the respondents, who gave their digital consent before filling out the questionnaire.
- The participants were told to give honest answers individually. They were allowed appropriate time to answer the questions, since no time limit was given to prevent response bias.
- The responses obtained were assessed for validity and reliability. Those found to be incomplete and invalid were discarded, leaving a total of 100 valid responses.

Participants

The complete sample consisted of 100 undergraduate students pursuing professional courses in the state of Rajasthan. The sample was divided equally into two categories, with each category having 50 students, either under regular education or open education programs. Equally dividing the sample helped make an effective comparison and helped to understand the difference between the two groups.

Sampling Technique

A purposive sampling technique was used to select participants who met the inclusion criteria for the convenience of the study. This method involves intentionally choosing individuals based on pre-set criteria, which was appropriate since the research focused on comparing two different educational modes.

Sample Criteria

CATEGORY	DETAILS
Total Sample Size	100 Students
Groups	50 Regular College Students, 50 Open Education Students
Age Range	18–23 years
Course Type	Professional courses (BBA, BCA, B.Com, etc.)
Location	Institutions across Rajasthan

Inclusion Criteria and Exclusion Criteria

INCLUSION CRITERIA	EXCLUSION CRITERIA
Enrolled full-time in a professional course either in a regular or open/distance college	Not enrolled in a professional course through open/distance mode
Age 18–23	Age <18 or >23
Not enrolled in any other academic course simultaneously.	Enrolled in any other academic course simultaneously.
Not preparing for any unrelated competitive exams	Preparing for any unrelated competitive exams

Research Design

The study was based on a cross-sectional methodology where data was collected from the participants at one point in time only. This methodology was more appropriate for the present research, as it was needed to find out the present level of social intelligence and emotional regulation. Moreover, it was required to make comparisons among students of the two educational programs while controlling other factors.

Statistical Treatment

The collected data were coded and analysed using suitable statistical methods, classified under descriptive and inferential statistics.

Descriptive Statistics

The central tendencies were calculated, i.e. mean, median and mode, to find the average level of social intelligence and emotional regulation among the participants.

The standard deviation was computed to evaluate the variability and spread of scores within the sample.

Normality test

The D'Agostino test was employed to test whether the data were normally distributed or slightly skewed.

Inferential Statistics

Spearman's Rank Correlation Coefficient was used to explore the relationship between social intelligence and emotional regulation. This non-parametric test was chosen because of the ordinal nature of the data and the lack of normal distribution assumptions.

The Mann-Whitney U Test was used to compare social intelligence and emotional regulation scores between students in regular and open education. This test works well for comparing two independent groups when the assumptions for parametric tests are not met.

All statistical analyses were done at an appropriate level of significance, and the

results were interpreted according to standard practices in psychological research.

RESULT TABLES

Descriptive statistics

Table 4.1.1: Explaining scores of social intelligence of regular college-going students and open education-enrolled students.

	SOCIAL INTELLIGENCE	MEAN	MEDIAN	MODE	STANDARD DEVIATION
Mode of Education	regular	97.94	95	45	13.70298642
	open	85.22	84.5	25	7.807087309

Table 4.1.2: Explaining scores of emotion regulation of regular college-going students and open education-enrolled students.

	EMOTION REGULATION	MEAN	MEDIAN	MODE	STANDARD DEVIATION
Mode of education	regular	42.88	42	45	8.338844436
	open	29.18	26	25	6.647663392

Frequency Table

Table 4.2.1: Frequency of male and female students enrolled in regular and open education programs.

Frequency Table	Gender		
Mode of education	Female	Male	Grand Total
Online/open	26	24	50
Regular	37	13	50
Grand Total	63	37	100

Normality test

Graph 4.3.1: The image below shows the QQ plot for the dataset of the social intelligence score using the D'Agostino-Pearson Normality Test; it can be noted that there is a statistically significant deviation of scores from a normal distribution. (Source: <https://statskingdom.com/dagostino-pearson-test-calculator.html>)

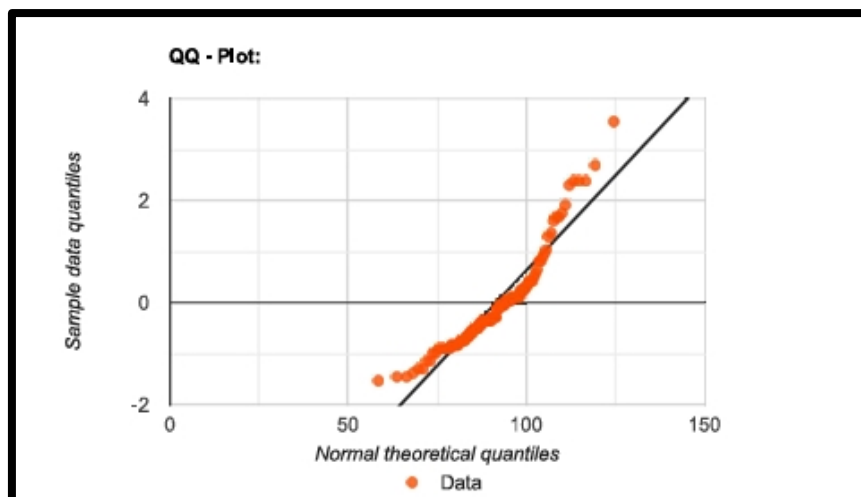


Table 4.3.1: Normality test of social intelligence score using D'Agostino Pearson Test.

Parameter	Value
P-value	0.000006766
χ^2	23.8072
Sample size (n)	100
Average ($\bar{x}$)	91.58
Median	88
Sample Standard Deviation (S)	12.8048
Sum of Squares	16232.36
Skewness	1.2204
Skewness Shape	▲ Asymmetrical, right/positive (pval=0)
Excess kurtosis	1.4872
Kurtosis Shape	▲ Leptokurtic, long heavy tails (pval=0.002)
Outliers	122, 122, 137, 122, 126, 121

Graph 4.3.2: The image below shows the QQ plot for the dataset of the emotion regulation score using the D'Agostino Pearson Normality Test; it can be noted that there is a statistically significant deviation of scores from a normal distribution. (Source: <https://statskingdom.com/dagostino-pearson-test-calculator.html>)

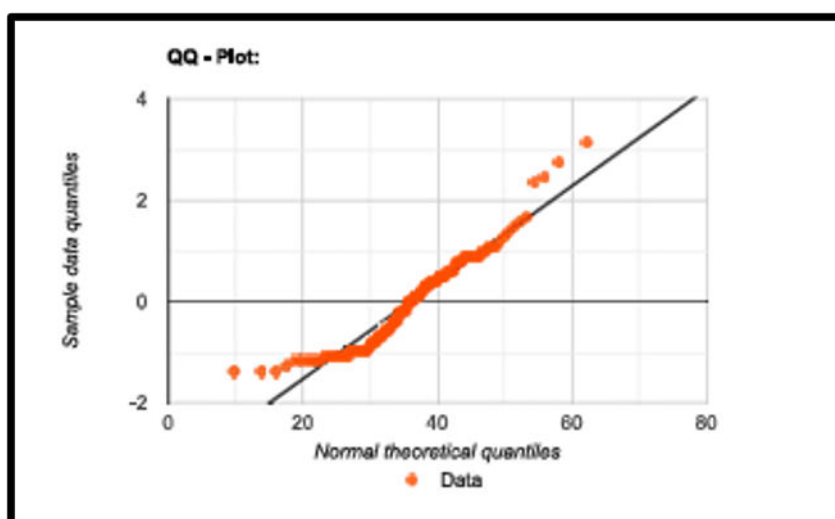


Table 4.3.2: Normality test of emotion regulation score using D'Agostino-Pearson Test.

Parameter	Value
P-value	0.01902
χ^2	7.9247
Sample size (n)	100
Average ($\bar{x}$)	36.03
Median	36
Sample Standard Deviation (S)	10.1826
Sum of Squares	10264.91
Skewness	0.6942
Skewness Shape	 Asymmetrical, right/positive (pval=0.004)
Excess kurtosis	0.218
Kurtosis Shape	 Potentially Mesokurtic, normal like tails (pval=0.648)
Outliers	

Normality:

- Normality was assessed using the D'Agostino-Pearson Test.
- The p-value for the social intelligence dataset was 0.0000067.
- The p-value for the emotion regulation dataset was 0.019.

Both the datasets under study were found to be not normally distributed.

Inferential statistics

Spearman rank correlation

Table 4.4.1: The table below shows the Spearman rank correlation coefficient value between social intelligence and emotion regulation.

Spearman Rank Correlation	
N (Sample Size) covariance	Regular students- 50
	Open /Distance - 50
	392.03
R	0.467

Mann-Whitney U test

Table 4.5.1 presents the results of the Mann-Whitney U test comparing social intelligence of regular college and open education enrolled undergraduate students of professional courses.

Group (social intelligence)	N	Median	SD	Rank	U
Regular	50	95	13.70298	3323.5	451.5
Open/Distance	50	84.5	7.80708	1726.5	2048.5

Table 4.5.2 presents the results of the Mann-Whitney U test comparing emotion regulation of regular college and open education enrolled undergraduate students of professional courses.

Group (social intelligence)	N	Median	SD	Rank	U
Regular	50	42	8.338844	3545	230
Open/Distance	50	26	7.807087	1505	2270

Result Interpretation

Table 4.1.1 shows descriptive statistics for social intelligence of students enrolled in regular and open/distance undergraduate professional courses, where values are found to be mean = 97.94, SD = 13.70298642 and mean = 85.22, SD = 7.807087309, respectively. This indicates that students enrolled in regular classes have above-average social intelligence, whereas students enrolled in open/distance mode of classes have average social intelligence.

Table 4.1.2 shows descriptive statistics for emotion regulation of students enrolled in regular and open/distance undergraduate professional courses, where values are found to be mean = 42.88, SD = 8.338844436 and mean = 29.18, SD = 6.647663392, respectively. This indicates that students enrolled in regular classes have average emotion regulation, whereas students enrolled in open/distance mode of classes have below-average emotion regulation.

The D'Agostino-Pearson test was conducted to assess the normality of social intelligence and emotion regulation scores. As shown in Graph 4.3.1 and Table 4.3.1, the social intelligence score is not normally distributed, with a statistically significant deviation that cannot be ignored. The same can be seen for the parent-child relationship score in Graph 4.3.2 and Table 4.3.2. Hence, for inferential statistics, non-parametric tests were employed.

Table 4.4.1 shows a Spearman rank correlation coefficient ($\rho = 0.467$), indicating a statistically significant positive correlation between social intelligence and emotional regulation among undergraduate BBA, BCA, B.Com, and other professional course-enrolled students.

A Mann-Whitney U test was conducted to examine differences in the social intelligence of regular college-enrolled and open/distance college-enrolled students pursuing Bachelor's in professional courses (specific to Rajasthan). The results as shown in 4.5.1 indicates that social intelligence of regular college students (Median = 95, SD=13.70298) had a higher median score than open college students (Median= 84.5, SD=7.80708), $p\text{-value}=3.664\text{e-}8$, result is significant at $p>0.05$ which implies that there is no sufficient evidence to support null hypothesis suggesting there is a significant difference between social intelligence score of regular and open/distance college students.

Similarly, a Mann-Whitney U test was conducted to examine the difference in the emotion regulation of regular college-enrolled and open/distance college-enrolled students pursuing Bachelor's in professional courses (specific to Rajasthan). The results as shown in 4.5.2 indicates that emotion regulation of regular college students (Median = 42, SD=8.338844) had a higher median score than open college students (Median= 26, SD=7.807087), $p\text{-value}=1.97\text{e-}12$, result is significant at $p>0.05$ which implies that there is no sufficient evidence to support null hypothesis suggesting there is a significant difference between emotion regulation score of regular and open/distance college students.

Conclusion

The present study looked at social intelligence and emotional regulation among undergraduate students in professional courses in Rajasthan. The aim of the study was to explore the relationship between these two, and the findings showed a moderate positive correlation between social intelligence and emotional regulation. This suggests that students who are more aware of social cues, empathetic, and skilled in interacting with others tend to manage their

emotions better. This also indicates that an individual's ability to understand social situations is related to their ability to manage their emotions. It confirms that social and emotional abilities are interrelated with respect to mode of education.

Another important finding is that children who received regular education had higher social intelligence than those who received open education. This might be attributed to differences in educational settings, especially socialisation, peer relationships, and cooperation. In regular education programs, children can socialise, work together, and get immediate responses. These factors may promote social cognition and social skills among the students. Students who attend open education programs may study without proper interaction with their classmates, which means that they may not develop social cognition skills.

Similarly, there were differences between the emotional regulation of students pursuing regular and open education, suggesting that the educational environment is a key determinant of how students regulate their emotions. Structured schedule, continuous communication, and social support provided in regular education mode may contribute to better emotional regulation. Overall, our findings highlight the necessity to include programs that help develop social and emotional capabilities at higher educational institutions, especially in the open education system. Our research contributes to the existing literature by providing evidence from Rajasthan regarding the role of social intelligence and emotional regulation in student development. Social intelligence and emotional regulation vary depending on the type of education a student is pursuing and are interrelated. These findings point to an issue that should not be overlooked in the field of open education: attention to students' social and emotional needs through proper peer interaction structures, counselling, and social skills training. Otherwise, providers of open education classes are exposed to both academic and reputational risks, resulting in legal difficulties in future. This would harm student welfare and threaten the long-term stability of the higher education system.

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