

A STUDY ON SOCIAL AWARENESS OF COLLEGE STUDENTS STEMMED FROM EXTRA CURRICULAR ACTIVITIES

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ABSTRACT

Social awareness is the ability to understand and feel the people around you, as well as interact with them in the most effective and appropriate ways. Social awareness is one of the four main components of emotional intelligence which can broadly be studied by approachability, curiosity, empathy, active listening, and non-judgemental attitude. Despite being technically competent due to their early exposure to the digital world, Gen-Z college students nevertheless struggle to be emotionally resilient and survive the corporate environment. This paper focuses on each social awareness aspect that students can learn through extracurricular activities. This study uses primary data from 400 students through convenient sampling techniques to understand the social awareness that college students have attained from various extracurricular activities. The data set showed a significant Cronbach Alpha reliability test result of .70 and above. The study has proven that the gender of the students affects their choice of extracurricular activities. Five out of the thirty-four elements were extracted using exploratory factor analysis. All five components were subjected to logistic regression analysis. It was discovered that students who are open-minded, empathic, active listeners, and approachable are 1.331, 1.880, 1.224, and 1.275 times more likely to be socially aware respectively.

Keywords: Social Awareness, Extracurricular Activities, Emotional Intelligence, Interpersonal Relationships.

Introduction

"We're highly social animals - I'm told by scientists that what makes us different from other animals is an acute social awareness, which is what has made us so successful".

Emotional intelligence is a reflection of one's capacity to recognise oneself in a variety of social situations. A person's ability for feeling is described by the idea of "emotional quotient," or EQ, as opposed to cognitive skills like verbal knowledge, memory, reasoning, and processing speed that are exclusively useful in the classroom. Social-emotional skills including drive, tenacity, impulse control, and coping techniques must be added to IQ traits in order to succeed in life. It's crucial to realise, as David Caruso suggests, that emotional intelligence is not intelligence's antithesis; it is not the triumph of the heart over the mind; rather, it is the special junction of the two. A person's ability to utilise logic, plan, analyse, and strategize to advance problem-solving is a sign of intelligence.

Self-awareness, self-management, social awareness, and relationship management are the four components of emotional intelligence that can help a student handle any crisis with less stress, an emotional response that is tempered, and unintended consequences that are minimised. This will help them be more prepared for their future endeavours. In this study, we talk about social awareness as a person's ability to consider the perspectives of other individuals, groups, or communities, and apply that understanding to interactions with them. Social awareness skills and societal awareness helps us to understand how one fits into and contributes to the community and the world, as well as how we get what we need from the world.

Need for the Study

The ability to monitor one's own and others' feelings and emotions, to distinguish between them, and to use that information to guide one's thinking and actions was defined as emotional intelligence in

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the seminal study "Emotional Intelligence" by psychologists Peter Salovey and John Mayer, which was published in 1990 in the journal *Imagination, Cognition, and Personality*. This concept needs to be incorporated into the curriculum for the current generation. According to the Center for Creative Leadership, emotional competency deficiencies are to blame for 75% of career failures, including the inability to manage interpersonal conflicts, collaborate effectively, exercise effective leadership in challenging or contentious situations, or be able to motivate others.

In this study, Social Awareness is categorized into 5 components namely- approachability, curiosity, empathy, active listening, and open-mindedness. The said 5 components help a student inculcate the traits of social awareness by participating in extracurricular activities.

Review of Literature

María Teresa Chamizo-Nieto, Christiane Arrivillaga, Natalio Extremera, and Lourdes Rey (2021) have studied the Role of Emotional Intelligence, the Teacher-Student Relationship, and Flourishing on Academic Performance in Adolescents: A Moderated Mediation Study. The primary goal of this study was to investigate the underlying processes in the relationship between emotional intelligence and academic performance, investigating the functions of flourishing and teacher-student interaction through a moderated mediation model. **Zahid Shafait, Muhammad Asif Khan, Umar Farooq Sahibzada (2021)** studied an assessment of students' emotional intelligence, learning outcomes, and academic efficacy: A correlational study in higher education. The development of a knowledge-based economy depends heavily on higher education. In terms of legislation and practical procurement, This journal tells that students' confidence in teachers is based on their abilities, which may include, but are not limited to, their subject-matter expertise, their ability to explain difficult material, their mastery of classroom management techniques, and their willingness to answer students' questions. **Vijaya Jagtap (2019)** has conducted a study on verbal, logical, and emotional intelligence among students in adolescence studying in Government aided schools, and corporate schools in Pune city. Performance of the individual as a person, citizen, worker, or perhaps even as a student largely depends upon the intelligence he/she possesses. Intelligence is the aggregate and the global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his/her surroundings. It was found that school being the second home for a child, plays a very crucial role in the development of the individual. Growth and progress begin with schooling and hence the environment, type, and nature of the school become essential. **Bandyopadhyay, Aniruddha (2014)**, had conducted a study on the effect of Emotional Intelligence on Organisational Performance. They insisted on the importance of sustenance of competitive edge for a business in the changing scenario of present complexities. Leaders at all levels should create resonance within the organizational members so that they are enthused and motivated to contribute their best. It was found that the binding force that holds people together in a team and their commitment to an organization is the positive emotion they feel. How well leaders ignite, manage and direct those feelings to facilitate a group to meet its goal significantly depends on the level of emotional intelligence of leaders. **Sharma, Manoj Kumar (2011)** studied the relationship between emotional Intelligence with adjustment stress and achievement among senior secondary students. This study showed that emotional intelligence has a direct influence on the stress, adjustment, and academic achievement of senior secondary students. Adolescence is a stage of stress and strain. So, this study was very much useful for these students. It was found in this study that those students with high emotional intelligence, have less stress in their life, live a stress-free life, have better adjustment, and have good academic achievement. Researchers found that IQ has only a 20% role in achieving success in life and the other 80% role is played by emotional intelligence. **Tiwari Punam (2009)** conducted a study on Emotional Intelligence among School Children and found that EI can help in the personality development of children, especially teenagers. Self-concept is an important aspect of personality that can be developed through EI by developing various abilities like the expression of emotion in the self and others. Utilization and management of emotion in self promotes cordial relationships with colleagues. **Murali P, (2009)**, studied the effect of emotional intelligence and study skills on the academic performance of pupils with social and emotional problems. The study helped to understand the Social-emotional problems of the students and the impact of these problems on their academic performance. Screening for social and emotional problems needs to take place within the context of the child., family as well as in school life. The findings of the study have provided valuable insights into variables that affect the academic performance of pupils with social and emotional problems. However, additional research is needed to fill in the gaps in the study and to broaden the understanding of the factors, which are contributing to the development and management of emotional intelligence, inculcating good study skills and academic performance.

Methodology of the Study

In this study, both primary and secondary data were utilized. Using a structured questionnaire, a convenient sampling strategy was used to gather primary data from 40 college students.

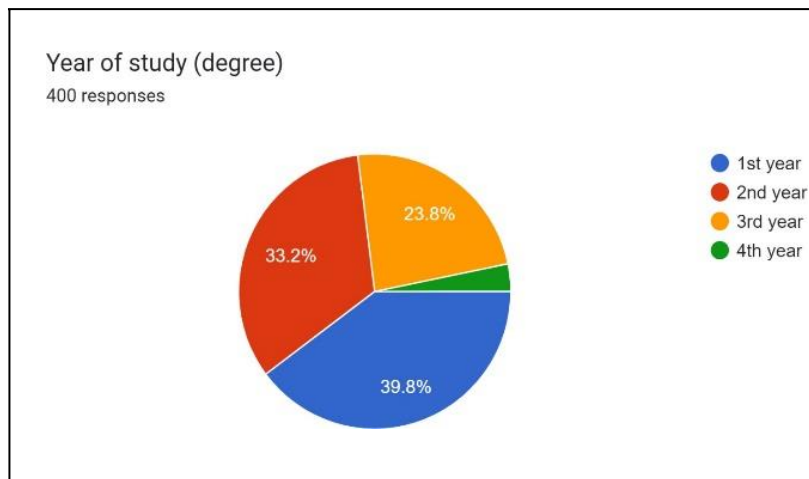
Secondary data was gathered from reliable websites, academic journals, and research articles. Exploratory analysis and descriptive statistics were used to analyze the data that had been obtained.

Objectives of the Study

- To study if the choice of extracurricular activities of college students is based on gender.
- To study if age of students has some effect on their social awareness
- To study the likelihood of being socially aware based on approachability, active listening, empathy and open-mindedness of students.

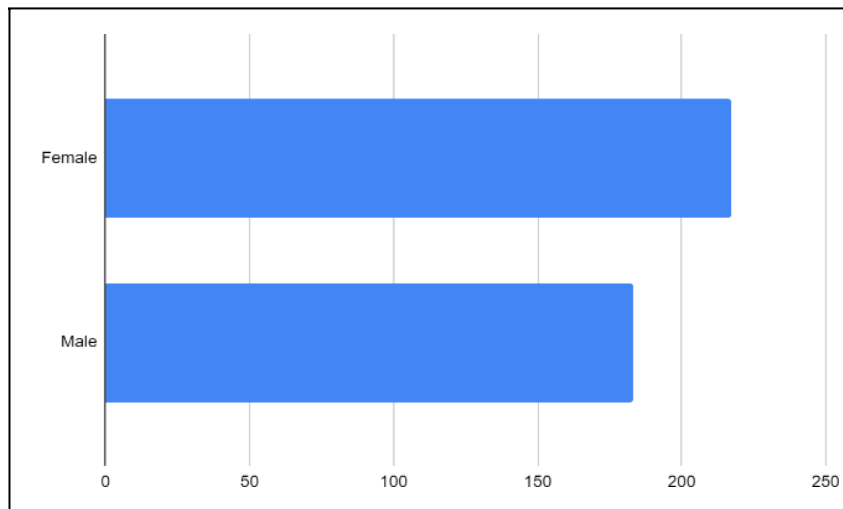
Analysis and Interpretation

Year of Study of the Respondents

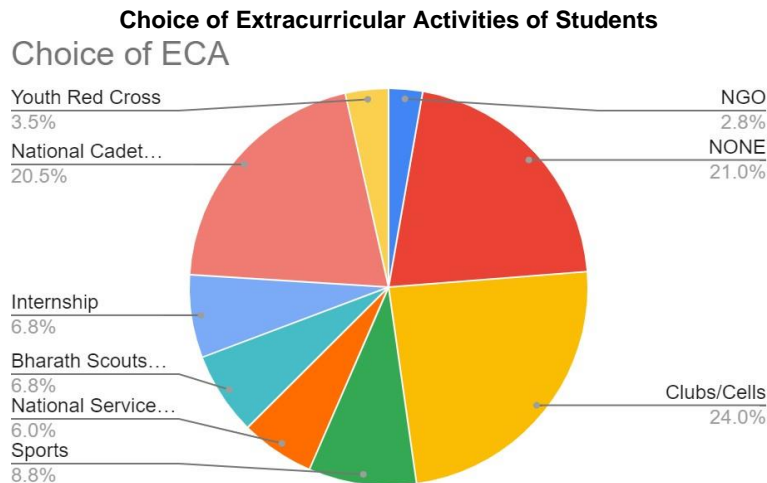


Out of the 400 respondents, 39.8% students were from first year, 32.2% were from second year, 23.8% were from third year and 4.2% were from fourth year.

Gender of the Respondents



Out of 400 respondents, 217 (54.3%) were female students, whereas 183(45.7%) male students contributed to the study by responding.



Out of the 400 respondents, 24% of the respondents are active members of clubs/ cells which form the majority of the respondents.

Test of Reliability- Cronbach Alpha

Reliability is the measure of internal consistency of the constructs in the study. A construct is reliable if the Alpha (α) value is greater than .70 (Hair et al., 2013). Construct reliability was assessed using Cronbach's Alpha. The results revealed that the Approachability scale with seven items ($\alpha = .758$) and the active listening scale with six items ($\alpha = .717$), the empathy scale with seven items ($\alpha = .799$), curiosity scale with seven items ($\alpha = .835$) and the open-minded scale with seven items ($\alpha = .852$) were found reliable. Reliability results are summarised in the table below.

Table summarizing the Cronbach Values of the data

S No	Construct	No. of items	Alpha (α)
1	Approachability	7	.758
2	Active listening	6	.717
3	Empathy	7	.799
4	Curiosity	7	.835
5	Open-minded	7	.852

The Problem

To identify if there is a significant association between the gender and choice of extracurricular activities in college students

Hypothesis

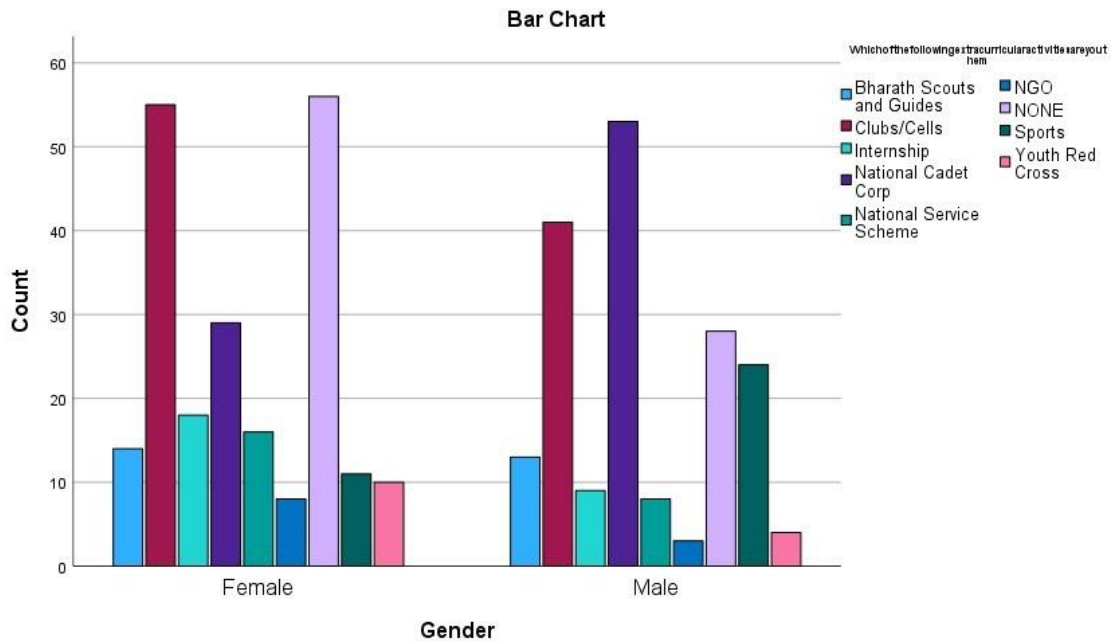
H₁: There is a significant association between the gender and choice of extracurricular activities in college students.

Chi-square statistics were used to examine association between categorical variables(Gender and Choice of Extracurricular activities). There is a significant association at 5% significance level between Gender and Choice of Extracurricular activities of the respondents. ($\chi^2 = 31.111$, $df = 8$, $p < .001$). Hence H₁ was supported.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.111 ^a	8	<.001
Likelihood Ratio	31.573	8	<.001
N of Valid Cases	400		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.03.

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.279	<.001
	Cramer's V	.279	<.001
N of Valid Cases		400	



Graph showing the choice of Extracurriculars opted by Girls and Boys.

The Problem

To investigate if the level of social awareness taught by various extracurriculars differs at different age groups of students/ year of study of students (1st, 2nd, 3rd and 4th year) **Hypothesis**

There is significant difference of social awareness that students acquire year after year

The entire data was divided into four groups based on the year of study of the students and it was found that the **ANOVA** statistics have shown an insignificant result, i.e, The exposure of social awareness that can be learnt in various extracurriculars doesn't differ across the classes and the extracurriculars give the same level of exposure to all the students.

Table showing ANOVA statistics

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	141.411 ^a	.222	.490
2	119.293 ^a	.264	.582
3	109.115 ^b	.283	.623
4	104.198 ^b	.291	.642

a. Estimation terminated at iteration number 7 because parameter estimates changed by less than .001.

b. Estimation terminated at iteration number 8 because parameter estimates changed by less than .001.

ANOVA					
age	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.624	71	.290	.793	.881
Within Groups	120.166	328	.366		
Total	140.790	399			

Logistic regression was performed to understand the effect of approachability, active listening, empathy, curiosity and open-mindedness had on the likelihood of social awareness of college students.

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	100.620	1	<.001
	Block	100.620	1	<.001
	Model	100.620	1	<.001
Step 2	Step	22.118	1	<.001
	Block	122.738	2	<.001
	Model	122.738	2	<.001
Step 3	Step	10.178	1	.001
	Block	132.915	3	<.001
	Model	132.915	3	<.001
Step 4	Step	4.917	1	.027
	Block	137.832	4	<.001
	Model	137.832	4	<.001

Omnibus Tests of model coefficients are used to test the model fit. In this case, the significant value is <0.05 which shows that there is a significant improvement in fit as compared to the null model.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	11.437	8	.178
2	19.964	8	.010
3	21.392	8	.006
4	2.500	8	.962

The Hosmer and Lemeshow test is also a test of model fit. The test indicates a good fit if the significant value is >0.05 . In this case, the 4th step shows a significant value of .962, therefore there is no difference between predicted and observed model.

The model summary depicts that .642 or 64.2% change in approachability, active listening, empathy, curiosity and open-mindedness can be responsible for the likelihood of social awareness in college students.

		Observed	Predicted		Percentage Correct
			SA		
			0	1	
Step 1	SA	0	17	19	47.2
		1	1	363	99.7
	Overall Percentage				95.0
Step 2	SA	0	20	16	55.6
		1	5	359	98.6
	Overall Percentage				94.8
Step 3	SA	0	19	17	52.8
		1	5	359	98.6
	Overall Percentage				94.5
Step 4	SA	0	20	16	55.6
		1	5	359	98.6
	Overall Percentage				94.8

a. The cut value is .500

In this case, the model (step 4) has correctly predicted that 55.6% of specificity, i.e., those students who fall into the group of socially unaware and 98.6% of sensitivity, i.e., those students who belong to the group of socially aware students.

Overall, the model exhibits an accuracy of 94.8%.

		Variables in the Equation					
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	openmindedness	.400	.055	52.469	1	<.001	1.493
	Constant	-7.828	1.336	34.346	1	<.001	.000
Step 2 ^b	openmindedness	.404	.060	45.007	1	<.001	1.497
	approachability	.230	.050	20.912	1	<.001	1.259
	Constant	-13.919	2.162	41.455	1	<.001	.000
Step 3 ^c	openmindedness	.358	.064	31.597	1	<.001	1.431
	activelisting	.212	.070	9.239	1	.002	1.237
	approachability	.246	.059	17.531	1	<.001	1.279
	Constant	-18.354	2.972	38.142	1	<.001	.000
Step 4 ^d	openmindedness	.286	.069	17.178	1	<.001	1.331
	empathic	.166	.073	5.094	1	.024	1.180
	activelisting	.203	.074	7.414	1	.006	1.224
	approachability	.243	.062	15.169	1	<.001	1.275
	Constant	-20.362	3.386	36.172	1	<.001	.000

a. Variable(s) entered on step 1: openmindedness.
b. Variable(s) entered on step 2: approachability.
c. Variable(s) entered on step 3: activelisting.
d. Variable(s) entered on step 4: empathic.

Odds Ratio is the ratio that shows the likeliness of an event occurring and an event not occurring based on the value ranging from zero to infinity.

Odds ratio of <1 shows the likeness of the event not occurring, while value >1 shows the probability of the event happening.

In this case, odds ratio of the independent variables consisting of open-mindedness, empathic nature, active listening and approachability on the likelihood of students' social awareness was observed to be as follows:

- Students who are open minded are 1.331 times more likely to be socially aware
- Students who are empathic are 1.180 times more likely to be socially aware
- Students who are active listeners are 1.224 times more likely to be socially aware
- Students who are approachable are 1.275 times more likely to be socially aware

Limitations of the Study

- The responses for the study was collected from Undergraduate students
- The responses for the study was limited to the city of Hyderabad
- The study only focuses on social awareness aspect of emotional intelligence

Conclusion

College is a place that prepares a student for life and when classrooms train the brain, it's the peers and co-curriculars that strengthen one's heart. No emotion is "bad," but some methods of expressing it or acting on it have resulted in adverse actions and reactions, thereby making emotional intelligence essential, especially social awareness, teaches people how to learn to be receptive to the thoughts and aspirations of others. They have a better comprehension of the lives that those around them are leading, filled with both joys and hardships. To practice self-awareness, one must set aside any potentially selfish thoughts and make an effort to comprehend and empathise with the lives of those around them. This study essentially proves the importance of extracurricular activities in a student's life which should not end right after schooling.

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