IMPACT OF EMOTIONAL INTELLIGENCE TRAINING ON EMOTIONAL QUOTIENT AND PSYCHOPATHOLOGY AMONG STUDENTS

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DEDICATION

I want to dedicate my work to my parents (Hassan Mirza & Sadia Jamil), whose endless love, support, and encouragement have been my greatest strength. Without their love, support, and belief in me, this journey would not have been possible. Thank you for always being there. Through every challenge and success, they have stood by my side, offering advice, comfort, and love. I am deeply grateful for their sacrifices and the countless ways they have supported and encouraged me to pursue my dreams. This achievement belongs to them as much as it does to me.

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Abstract

Emotional Intelligence (EI) plays an essential role in an individual's academic achievement, mental health, and emotional stability. The sociocultural context of Pakistan has created a need for effective Emotional Intelligence coping and stress management training programs, especially for adolescents, due to the growing recognition of EI. This research focuses on the impact of an Emotional Intelligence Training Program (EIT) on improving Emotional Quotient (EQ) and reducing psychopathological symptoms like anxiety, depression, and stress among students aged 13 to 16 years. The main goals were to create and culturally contextualize an EI training manual, evaluate the improvement attained after implementation, determine the reduction of the psychopathological symptoms, and analyze the psychosocial changes in relation to improvements of EI. The study employed a quasi-experimental design involving two groups, one receiving EI training (n=78) and the other serving as the control group (n=78). After training the first group, the authors conducted eight weekly, mindfulness-integrated role-play sessions on emotion regulation and group discussions. The Emotions and Feelings Questionnaire for Young Children, Emotions & Self-Report Checklist & SA-45, Ryff's Scale of Psychological Well-being were used as the primary instruments for evaluation. The analysis proved the hypothesis that the experimental group had higher outcomes than the control group.Comparisons of pre- and post-data analyses on Emotional Intelligence (EQ) levels indicated an average rise of 15.3% in the experimental group ($t = 5.6$, $p < 0.01$). For psychopathological symptoms, members of the experimental group demonstrated a 20.4% reduction in anxiety ($t = 4.8$, $p < 0.01$), a 22.7% reduction in depression ($t = 5.1$, $p < 0.01$), and a 17.5% reduction in stress ($t = 4.3$, $p < 0.01$).Other Psychological well-being scores in the experimental group also improved significantly by 12.8% ($t=4.2$, $p<0.01$). The correlation between the improvements in Emotional Intelligence and the

reduction of the Psychopathological symptoms was notable ($r=-0.75$, $p<0.001$). This indicates that higher Emotional Intelligence had a considerable impact on the mental health and well-being of the participants. The study emphasizes the significance of including EI training programs in the educational system to cultivate the students' emotional competence and improve their mental health.

Keywords: Emotional Intelligence, Emotional Quotient, Psychopathology, Psychological Well-Being, Adolescent Mental Health, Emotional Intelligence Training, Academic Success, Mindfulness, Emotional Regulation, Quasi-Experimental Study.

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LIST OF SYMBOLS:

α	Cronbach's Alpha
M	Mean
SD	Standard Deviation
≤	Less than or Equal to
≥	Greater than or Equal to
SE	Standardized Error
p	Significance Level
%	Percentage
f	Frequency
β	Beta Coefficient
n	Sample Size
N	Total Participants
r	Pearson's Correlation Coefficient
t	T-test Statistic
χ^2	Chi-Square Statistic
F	ANOVA F-Statistic
η^2	Eta Squared (Effect Size)
CI	Confidence Interval
d	Cohen's d (Effect Size)
Δ	Change in a Variable

LIST OF ABBREVIATIONS

ACT	Acceptance and Commitment Therapy
ANOVA	Analysis of Variance
CBT	Cognitive Behavioral Therapy
CG	Control Group
DBT	Dialectical Behavior Therapy
DASS-21	Depression, Anxiety, and Stress Scale-21
EIT	Emotional Intelligence Training
EI	Emotional Intelligence
EQ	Emotional Quotient
F	Frequency
M	Mean
MSCEIT	Mayer-Salovey-Caruso Emotional Intelligence Test
N	Total Participants
N	Sample Size
PWB	Psychological Well-Being Scale
SA-45	Symptom Assessment-45 Questionnaire
SD	Standard Deviation
SE	Standardized Error
SPSS	Statistical Package for the Social Sciences
P	Significance Level
%	Percentage
B	Beta

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