Effect of Students' Religious Behaviour on their Emotional Intelligence Development at University Level

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Abstract
The study explores the effect of students' religious behavior on their emotional intelligence development at the university level. Emotional intelligence has gained significant attention in educational, psychological, and social studies, and research has focused on it for the past 20 years. The sole objective of the study was to analyze the effect of students' religious behavior on their emotional intelligence at the university level. The researchers used the descriptive research method, and Niu (2020) claims that the findings of the descriptive study reveal population features and composition. The researcher used simple random sampling to select the sample from the population. The researchers collected data from 300 university students to accomplish their research. The questionnaire was used as a research tool, and the overall reliability of the questionnaire was Cronbach Alpha coefficient of 0.78. The researchers personally visited the study sample and collected data from the respondents. After collecting the data, the researchers put the data in SPSS and ran the statistical techniques of frequency, percentage, mean score, and standard deviation. In conclusion, the data indicate that university students generally associate religious habits with positive emotional and social relationships, and there is potential for growth in areas such as emotional regulation and self-management. Furthermore, it is concluded that they would benefit from this integrated approach in academic contexts and life, which would equip them with crucial life skills for navigating complicated social and emotional dynamics.
Keywords: Religious behavior, Emotional intelligence, University level

1. Introduction

Religious behaviour encompasses actions closely tied to a person's spiritual beliefs and activities. One aspect of emotional intelligence is comprehending one's role within social and religious frameworks. Fasting, praying, meditating, worshipping, pilgrimages, and participating in religious rites and ceremonies are all instances of religious behaviour (Zare, & Williams, 2024). How people put their beliefs into practice significantly influences their identity, values, and worldview. Connecting with something greater than themselves gives people a sense that their lives matter. Many studies have shown the positive effects of religious practices on mental and physical health, including increased levels of serenity, happiness, and community.

Wherever religious beliefs and practices began, they became profoundly embedded in the daily lives of early human societies. Religious beliefs and practices have significantly impacted culture, society, and personal behaviour (Furness, & Gilligan, 2009). Different faiths' tenets, rites, and customs influence their followers' behaviour. Attending church regularly, receiving sacraments, and studying the Bible are fundamental components of the Christian religion. According to Khan (2015), daily prayer, the Five Pillars of Islam, and Ramadan are all highly valued in Islam.

Many social scientists and psychologists have examined religious activities to enhance our understanding of how faith influences individual and collective attitudes and behaviour. Some researchers have expressed apprehension that religious rituals may foster intolerance and discrimination against those with differing beliefs or backgrounds, despite certain studies suggesting that such practices could enhance mental health and well-being (Abraham, 2000; Server, 2023). Consequently, there has been an increase in studies regarding the relationship between religious beliefs and societal norms. Numerous scientific studies examine the impact of religious practices on individuals' perspectives toward diversity, inclusion, and acceptance. This research has yielded enlightening and thought-provoking findings regarding the complex interplay between religious beliefs and societal concepts.

Researchers in education, psychology, and sociology have focused heavily on emotional intelligence throughout the past 20 years. Research shows that high emotional intelligence is associated with positive mental health, strong relationships, and professional and personal success. In order to help students develop these essential skills, emotional intelligence training has recently been a part of school curricula (Paolini, 2019; Yakubu, 2021). Because of the beneficial effects of emotional intelligence on interpersonal interactions and conflict resolution, a more compassionate and peaceful society is within reach. According to research, people who rank high on measures of emotional intelligence are associated with better mental health, stronger relationships, and higher levels of achievement in both their personal and professional lives.

On the other hand, they contribute to a more empathetic and peaceful society. In order to help students become better social workers and resolve disputes, emotional intelligence classes have started appearing in school curricula (Valente & Lourenço, 2020). By focusing on building emotional intelligence in young people, we can ensure that the next generation is better equipped to navigate complex relationships and positively impact the world around them.

The relationship between religious behaviour and emotional intelligence (EI) reveals an intricate interplay between these distinct yet interconnected aspects of human personality and conduct. Emotional intelligence is the capacity to recognize, understand, manage, and effectively apply personal and others' emotions. On the other hand, a wide range of actions associated with spirituality, religion, and faith constitute religious behaviour. In contemporary classrooms characterized by multiculturalism and diversity, it is essential to analyze the relationship between these two concepts, particularly for university students (Guilherme, & Dietz, 2015; Petrovicova & Vladimir, 2021).

Their religious beliefs, habits, and ability to overcome these challenges affect college. Faith may give some kids the emotional comfort and strength to continue. Some students may struggle to fit in an inclusive academic environment due to identity, beliefs, and belonging issues. The intersection of emotional intelligence and religious conduct in this context can help explain students' well-being and academic achievement (Ahmed et al., 2019).

This study also helps explain how emotional intelligence affects religious behaviour. Although the effects of religion on people's emotional health have been studied, Yadav and Yadav (2018) suggest studying how emotional intelligence influences religious behaviour and beliefs. By studying this relationship, teachers and therapists can better assist adolescents in coping with tough emotions while honoring their religious views.

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Finally, studying college students' religious behaviour and emotional intelligence is complex. This field affects society and academics significantly. According to Farhan and Rofi'ulmuiz (2021), experts wish to study the relationship between emotional, social, and psychological issues that affect college students. This study may influence programs and services that help college students manage stress without compromising their religion. Their religious beliefs, habits, and ability to overcome these challenges affect college. Faith may give some kids the emotional comfort and strength to continue. Some students may struggle to fit in an inclusive academic environment due to identity, beliefs, and belonging issues. The intersection of emotional intelligence and religious conduct in this context can help explain students' well-being and academic achievement (Ahmed et al., 2019).

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Finally, the study of college students' religious behaviour and emotional intelligence is complex. This field greatly affects society and academics. According to Farhan and Rofi'ulmuiz (2021), experts wish to study the relationship between emotional, social, and psychological issues that affect college students. This study may influence programs and services that help college students manage stress without compromising their religion.

Recent academic research has focused on religious conduct and emotional intelligence. Emotional intelligence—"the capacity to identify, analyse, control, and appropriately use one's emotions"—is crucial to college success (Goleman, 1995). Koenig, et al. (2001) also believe that religious conduct—practices, beliefs, and attitudes towards religion—affects many emotional and psychological factors. Despite growing attention, little is known about how religious practice affects college students' emotional intelligence, especially Pakistani students.

Pakistan, a Muslim majority nation with a rich religious history, can help explain this link. Religious, cultural, and societal norms can affect children's mental health. However, empirical research on this population is needed. Understanding religious conduct and emotional intelligence is crucial to enhancing Pakistani university students' emotional health and academic success. Socioeconomic status, family history, and education have dominated emotional intelligence studies (Petrides et al., 2004). These factors are essential, yet religious behaviour research is still being determined. This exclusion is notable because many Pakistani students' religious practices affect their stress management, emotional regulation, and relationships. College's ever-changing academic expectations, social challenges, and times of transition make it crucial to study how students' religious practices might assist them in handling these challenges. Research suggests that religion can boost resilience, reduce anxiety, and increase social connection (Smith et al., 2003). However, these results are primarily from Western contexts and may not accurately reflect Pakistan's complicated religious and cultural environment.

Due to a lack of studies, further research is needed on Pakistani college students' religious conduct and emotional intelligence. Filling this knowledge gap will assist educators, policymakers, and mental health professionals who encourage kids' holistic development. Thus, this study examines how religious behaviour influences Pakistani university students' EQ. Investigating this connection may uncover how religious activity can increase emotional intelligence, improving university students' academic success and personal development. The sole objective of the study was to analyze the effect of students' religious behaviour on their emotional intelligence at university level.

2. Review of Related Literature

Religious activity shows students' cultures, values, and beliefs (Subedi, 2006). It also reveals students' personalities, upbringings, and worldviews, which affect how they change and interact with the world. The study will discuss how family and upbringing affect religious practices, how schools help or hinder students' ability to practice their faith on campus, and why religious tolerance and diversity are essential. Family and childhood shape students' religious behaviour. Parents' religious views and behaviour typically shape a child's sense of self. A student's family strongly influences their religious beliefs and practices, including how often they attend religious services, participate in religious rituals, and celebrate religious festivals (Bengtson, 2013). Students from varied backgrounds may reinforce or test their religion when they witness campus perspectives.

Higher education can strongly influence students' religious behaviour. Some call schools "melting pots" because their students have many faiths and philosophical views. This variety may broaden students' perspectives and spark spirituality and religion discussions. Schools can provide materials and guidance to help students live their beliefs (Atkin, 1996). Academic religion courses, religious study groups, and prayer spaces are examples.

However, students may struggle to practice their religion in college. Most classrooms emphasize analysis and exploration, which may lead some students to doubt or reject their parents' religion. People often neglect their spiritual life for social, extracurricular, and academic obligations, which may cause spiritual indifference. Campus religious tolerance and diversity are crucial to welcoming all students. Institutions must accept and honour all faiths. Safe spaces where students can express their religious ideas without fear are part of this. Interfaith discussion can unite students and promote peace (Halsall, & Roebben, 2006).

Many people now recognize the importance of student mental health, especially those with faith or spirituality concerns. Many schools, including universities and colleges, offer counselling to help students cope with their religious beliefs and practices. Students who receive this therapy can better manage their religious identities and mental health issues.

Students' religious practices evolve as they grow. College students constantly discover themselves, their worldview, and their religion. College students might investigate their beliefs, get closer to God, or reject organized religion. Academic communities must acknowledge and respect students' big life transitions to support them. Another essential factor is students' religious activity and technology use. Due to social media, online forums, and digital resources, students can now connect with like-minded people, study about religion, and join online groups. The alternative perspectives and arguments make them rethink their opinions or at least think again (Nicol, et al., 2014).

It would help if you considered how kids' classmates influence their religion. College friendships can shape religious ideas and practices. Friends can help students understand religion or join their faith communities. If they do not fit in, classmates may influence them to quit their religion. Finally, families, schools, life events, and society affect children's religious behaviour in school. This process is dynamic and intricate. Educational institutions should celebrate religious diversity, provide resources to

assist students in growing spiritually and encourage open discussion about religion and spirituality to create an inclusive and understanding atmosphere for students from diverse religious backgrounds (Roberts, 2023). By doing this, schools can aid students with their religious journeys and promote tolerance and understanding among the campus's many religious communities.

Religious identity and beliefs affect people and communities worldwide. Their lessons guide us, explain our situations, and guide our morality. Religion can unite people. Because people's religious perspectives differ, religion can sometimes produce conflict (Mahmood, 2009). Religious identities and beliefs will always impact culture and how individuals view the world. All of these aspects of being human involve complicated individual, societal, and cultural elements. Knowledge of religious identity and beliefs promotes tolerance, interfaith communication, and a knowledge of the world's religious variety.

A person's religious identity is multifaceted, although they often have a strong affinity to one faith. Religious practices, rituals, clothes, and dietary preferences show how this identity can change. It shapes relationships and self-identity. One's religious identity also strongly influences one's morality and behaviour (Pedersen, et al., 2000). It gives people a home and direction by forming a community. Religious diversity and respect for different faiths are crucial to promoting understanding and peace in our increasingly diverse and interconnected world.

Cultural context powerfully shapes religious identity. Spirituality, art, music, and politics are all influenced by religion. Islam in the Middle East and Hinduism in India influence local culture. Religious pluralism encourages open religious practice by supporting many faiths and removing prejudice and persecution. A pluralistic religious policy promotes dialogue and tolerance, exposing us to other perspectives. It can encourage mutual respect and understanding among believers of other faiths, which can bring the world closer together in peace (Ali, 2011).

Religious identities usually bind people with a larger religious body, but individual members' beliefs can vary. Due to the potential for different interpretations of sacred texts, even within the same faith, theological viewpoints vary. This diversity of perspectives should be celebrated because it forces people to think critically and question their beliefs (Bar-Tal, et al., 2021). Welcoming and supporting diversity can help people learn from each other and address their preconceptions. Recognizing religious diversity may lead to a more welcoming and inclusive community that values people for who they are and what they contribute.

Tolerance and pluralism can only thrive when people understand and respect each other's religions. Only these ideas can promote religious harmony in a diverse world. Civil and honest religious exchanges can help people of various faiths understand each other. It may unite individuals and increase empathy, helping fight prejudice and stereotyping. Promoting religious plurality and tolerance creates a more peaceful and tolerant society where people can freely express their opinions without fear of persecution (Hassan, 2024).

Many people base moral decisions on their religion. Faiths' ethical perspectives on abortion, the death penalty, and social justice differ. This diversity of ethical perspectives can spark debate and challenge beliefs. Learning to value and consider diverse views improves inclusive problem-solving. A society that respects religious diversity and plurality encourages good interactions that foster understanding and compassion (Yana, et al., 2024). A more egalitarian, compassionate society that appreciates variety and religious freedom will result.

Religious identity often intersects with ideologies and politics. Religion can influence political decisions on marriage equality, immigration, and climate change. Given the potential effects on vulnerable communities, conversations must include a broad spectrum of religious beliefs. Encouraging conversations about religious and political identities can make politics more inviting and fairer for all. It protects everyone's rights and needs, regardless of religion, and strengthens democracy (Bader, 2003).

Interfaith dialogue builds understanding between faiths, promoting friendly coexistence, resolving disagreements, and promoting collaboration. Such conversation is crucial, given our environment's religious conflicts. It allows honest debates where people may express themselves without caring about what others think (Tracy, & Robles, 2013). Through interfaith dialogue, religions can learn from one another and find common ground, benefiting society. Interfaith dialogue can change our world from one that fears and rejects religious variety to one that values it.

Religion and science debates continue over whether religious beliefs and scientific conclusions are compatible. Discussing evolution, the Big Bang and medical advancement often involves these two disciplines. Maintaining faith and reason through this conversation helps people reconcile their religious beliefs with scientific truths (Marjani, 2023). Society can only unite these opposing factions by encouraging civic conversation that attempts to understand and accommodate all opinions. This kind of debate can lead to groundbreaking discoveries and advancements that benefit both religion and science, proving that they can work together.

Religion is changing in today's secular, globalized culture. Some claim religious identity is declining, but others say it is more important than ever. Religious activities provide peace, guidance, and fellowship for many people, regardless of their beliefs. Religious organizations also support community development, social justice, and philanthropy, proving their impact (Adloff, 2006). If religion's importance is recognized and appreciated, society can become more accepting and compassionate, respect differing opinions, and encourage religion and science to coexist.

Religion brings many people strength, comfort, and friendship, yet it may also generate conflict. Knowing that good and bad things might happen, societies should seek harmony and understanding while solving difficulties. Spreading knowledge, encouraging debate, and encouraging people to evaluate and respect conflicting religious and scientific worldviews critically is crucial (Zidny, et al., 2020). Society can bridge religious and scientific ideas by emphasizing shared goals and encouraging collaboration and tolerance. Enacting religious freedom laws without inhibiting scientific advancement is another method to reach a consensus. Finally, religious identity and beliefs shape human life and societies. We must understand and respect this aspect of human diversity to create a welcoming and respected environment. Open dialogue, tolerance, and recognition of religious diversity are needed to build a peaceful future for all religions (Naz, et al., 2018).

The ability to recognise and explain one's own and others' emotions is called "emotional intelligence". It is part of "emotional intelligence." In human behaviour, emotional intelligence is the ability to understand and connect with others and practise emotional self-control when needed. Emotional intelligence is crucial for leadership, decision-making, and interpersonal relationships. It improves social connection, communication, and problem-solving. Emotional self-regulation and expressive social engagement are vital to self-regulation. An emotionally intelligent person can empathise, be self-aware, control their

emotions, and relate well with others. Brown and Nwagbara (2021) say emotional intelligence help people control their social responses and behaviour and furthermore, self-reflection and emotional awareness are essential to emotional intelligence.

Additionally, it promotes empathy, which leads to deeper, more authentic connections. Increased emotional intelligence can improve health, relationships, and social life. This can be achieved by learning active listening, clear communication, and nonviolent conflict resolution. This category includes several traits. These skills include self-awareness, emotional regulation, clear expression, and empathy. According to Grant and Kinman (2013), emotional intelligence does not just determine social and emotional success. Emotional intelligence alone does not determine this capacity. Emotional intelligence is less essential than outside factors, societal norms, and personal opinions.

However, improving one's emotional intelligence helps boost social and emotional skills. Empathy helps one understand and respond to others' feelings, facilitating deeper ties and more honest communication. Self-awareness helps people understand and control their emotional, cognitive, and behavioural states. This strengthens self-regulation and decision-making in social and emotional circumstances. Self-awareness helps people understand and regulate their internal experiences. Emotionally stable people can avoid reacting emotionally rather than cognitively to specific events. Effective communication is essential to emotional intelligence. Powell et al. (2015) state that children and adults need emotional intelligence to have healthy relationships, be influential leaders, and develop psychologically. Emotional intelligence includes the ability to articulate one's views and feelings in a rational and empathic manner, which allows for deeper relationships.

Pakistani university students practice religion. This behaviour significantly affects their academic and personal growth, including emotional intelligence (EI). Emotional intelligence is the ability to recognize, manage, and appraise emotions (Goleman, 1995). Student success in college and life requires it. Pakistani college students' religious conduct and emotional intelligence are examined using theoretical and empirical methods. Religion helps many understand and manage their emotions. When academic or home issues overwhelm Pakistani kids, they turn to faith (Khan, 2018). Spiritual practices, including prayer, meditation, and church attendance, can boost emotional intelligence (EI). Research shows that religious activity improves mental health and reduces stress (Sarwar, 2016). This is crucial in Pakistani universities due to academic pressure.

Several theories link religious behaviour and emotional intelligence. According to the socio-emotional selectivity theory, people value things like religion that improve their emotional health (Carstensen, 1992). The coping theory is also important; religious activities can assist people with tough situations (Pargament, 1997). These theories suggest that spiritually active students may have higher emotional intelligence. Religious behaviour and emotional intelligence are favourably connected in Pakistani universities. Religiously active children have more robust emotional intelligence than their less religious peers (Ahmed & Batool, 2017). The study found that religious behaviour was associated with better emotional regulation and empathy. Reciting religious texts and praying are examples. Hussain et al. (2019) observed that students who considered religion vital would better manage and reflect on their emotions.

Religious conduct and EQ may vary by gender. In Pakistani society, religious practice may affect emotional intelligence (EI) differently for boys and girls. Emotional intelligence and religious participation are higher in female students (Qasim, 2020). Societal and cultural expectations that women follow religious standards and reap emotional rewards may explain this gap. Religious behaviour affects emotional intelligence more in Pakistan, where religion permeates society. Religious clubs and events in Pakistani universities help students bond and feel supported. Pakistani culture emphasizes communal ideals and interconnectedness, making religious conduct even more critical in cultivating emotional intelligence (Haider, 2018). EQ is strongly correlated with Pakistani college students' religious behaviour. Religion helps students build resilience, community, and emotional regulation. Empirical and theoretical research has shown that religious practice improves EI. We must understand this relationship and establish interventions and support systems to promote kids' mental health and academic success.

3. Research Methodology

The researchers used the descriptive research method, and Niu et al. (2020) claims that the findings of the descriptive study reveal population features and composition. This type of study might reveal a target audience's behaviour, opinions, and preferences. Descriptive studies improve decision-making and provide a platform for future research (Brandt et al., 2021). In Sialkot district, there are three universities, and the researchers consider the undergraduates in the faculty of management and the faculty of humanities and social sciences to be the population of the study. The researchers took a sample of three hundred undergraduates from the mentioned universities, i.e. GC Women University, University of Sialkot, and University of Management and Technology, Sialkot Campus. It is part of the MS thesis, so the researchers took the data of the items that were relevant to the objective of the research article. The tool was well validated, and the overall reliability of the questionnaire was a Cronbach Alpha coefficient of 0.78. successfully, the data was collected from the respondents on the questionnaires that were accurately and minutely filled. The statistical analysis employed the techniques of frequency, percentage, mean score and standard deviation.

4. Data Analysis

Table 1 provides crucial insights into religious behaviour and emotional intelligence in individuals. Religious awareness, participation, and emotional intelligence skills vary. 54% of individuals knew about religious behaviour, and 62.3% agreed it affects emotions. Religious practices were reported by 60.4% of respondents. These data show that most individuals are informed and active in religious practices, which may affect their emotional well-being.

In contrast, emotional intelligence awareness is lower. Only 29.7% of respondents knew of emotional intelligence, suggesting a majority may not. This information gap may indicate an area for awareness improvement, which could affect their emotional management. The respondents (33.3%) are comfortable with their expressions, while only 21.7% can control tension and negative emotions, indicating weak emotional regulation skills. Additionally, 34% reported sensing their peers' feelings and showing some empathy but needing a stronger focus on emotional attunement in interpersonal connections.

While this group understands and practices religious behaviour, emotional intelligence and awareness still need to be improved. The evidence suggests that religious engagement is linked to emotional experiences, although emotional intelligence and self-management abilities need improvement. These findings suggest that religious activities and educational or support programs to improve emotional intelligence may promote a more comprehensive approach to emotional well-being.

Table 1: Analysis on the Basis of General Information about religious behavior and emotional intelligence

Sr. No	Statements	Frequency		Percentage	
		Yes	No	Yes	No
1	Do you know about religious behavior?	162	138	54.0	46.0
2	Do you think religious behavior affect emotions?	187	113	62.3	37.7
3	Have you been involved in religious practices?	180	120	60.40	40.0
4	Do you know about emotional intelligence?	89	211	29.7	70.3
5	Do you feel comfort in your expressions?	100	200	33.3	66.7
6	Do you have ability to manage stress and negative emotions?	65	235	21.7	78.3
7	Do you have ability to sense peer's feeling?	102	198	34.0	66.0

Table 2: Students' responses about effect of religious behaviour on emotional intelligence

Items	SA	A	UD	DA	SDA	M	SD
I ignore bad habits of my fellows	73	175	25	17	10	4.001	0.845
I manage my time for religious practices	35	46	148	46	25	3.04	1.055
I manage my temperament when fellows quarrel with me.	60	74	4	93	49	3.05	1.419
I compliment other fellows on their good work.	59	91	71	50	29	3.39	1.218
I keep my surrounding clean for soothing effect.	77	132	70	16	5	3.91	0.859
I prefer people comforts.	91	184	5	6	10	4.17	0.741
I give good moods when people need my help.	55	210	21	10	4	4.14	0.586
I cope with fellows in their bad times.	116	161	3	13	7	4.28	0.829
There is not much I can do to help myself.	102	160	11	13	14	4.06	0.956
My hopes strengthen my life goals.	90	180	15	7	8	4.07	0.855

Table 2 shows how students think religious behavior affects emotional intelligence. Management of temperament, assisting others, and personal circumstances are measured, correlating with emotional intelligence and religious behavior. High mean scores in "I prefer people comforts" (M = 4.17, SD = 0.741), "I give good moods when people need my help" (M = 4.14, SD = 0.586), and "I cope with fellows in their bad times" (M = 4.28, SD = 0.829) indicate that many respondents believe religious practices promote supportive, empathetic behavior. These behaviors demonstrate emotional intelligence, particularly interpersonal skills and empathy, suggesting that religious students may develop more robust emotional support systems.

Items like "I manage my time for religious practices" (M = 3.04, SD = 1.055) and "I manage my temperament when fellows quarrel with me" (M = 3.05, SD = 1.419) have lower mean scores and higher standard deviations, reflecting students' inconsistent behavior. Time management and temper control may be areas where religion's influence on emotional intelligence is less strong among pupils. The item "There is not much I can do to help myself" has a relatively high mean (M = 4.06, SD = 0.956), suggesting that religious teachings on humility and dependency on heavenly support may influence its use.

Religious activities correlate positively with emotional intelligence, notably empathy, emotional support, and positivity. Responses also highlight areas where religious practices, emotional regulation, and self-efficacy could be improved, suggesting that students can develop their religious and emotional intelligence in multiple ways. Table 2 shows how students think religious behavior affects emotional intelligence. Management of temperament, assisting others, and personal circumstances are measured, correlating with emotional intelligence and religious behavior. High mean scores in "I prefer people comforts" (M = 4.17, SD = 0.741), "I give good moods when people need my help" (M = 4.14, SD = 0.586), and "I cope with fellows in their bad times" (M = 4.28, SD = 0.829) indicate that many respondents believe religious practices promote supportive, empathetic behavior. These behaviors demonstrate emotional intelligence, particularly interpersonal skills, and empathy, suggesting religious students may develop more robust emotional support systems.

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5. Findings and Conclusions

In the context of the university level, the study aimed to investigate the impact that students' religious behavior has on the development of their emotional intelligence. The findings provide fascinating insights into how students engage with religious activities, their knowledge of religious practices, and the development of emotional intelligence skills. 54% of students demonstrated knowledge of religious practices, while 60.4% actively participated in religious activities. These findings indicate that students have a significant tendency toward religious behaviors. The fact that 62.3% of participants believe that religious activities affect their feelings is further evidence that there is widespread recognition of these actions' emotional impact. According to these figures, most college students are acquainted with and actively participate in religious rituals. They most likely consider these practices to be an essential component of their emotional and spiritual lives.

On the other hand, emotional intelligence awareness continues to be relatively low. There is a considerable knowledge gap since only 29.7% of participants in the study reported understanding emotional intelligence. A core understanding of emotional intelligence is required to build emotional regulation, empathy, and interpersonal sensitivity skills. This lack of awareness could limit the ability of students to adequately control their emotions, as it is vital to acquire skills in these areas. To add insult to injury, just a minority of respondents (21.7%) reported having the ability to manage stress and negative emotions, while 33.3%

reported feeling comfortable expressing their emotions. According to these findings, there is a pressing need to improve one's knowledge of emotional intelligence and self-manage, both of which appear below par in comparison to religious participation. While kids may find emotional solace in religious habits, it is possible that they do not possess the critical emotional skills necessary to manage complex feelings and engage with others.

In addition, the statistics show that kids have moderate levels of empathy, with 34 percent indicating the capacity to gauge their classmates' feelings. This may not fully convert into strong emotional attunement in relationships, even though it indicates an average level of empathy at the very least. The emphasis on religious principles will likely encourage the development of supportive attitudes. However, the limited understanding of emotional intelligence may limit how these attitudes translate into interpersonal skills. Consequently, even though emotional experiences are relevant to religious involvement, there is a gap in the cultivation of emotional intelligence, which indicates that students could benefit from further direction.

Further insights into how students perceive the influence of religious actions on their emotional intelligence are provided by the findings reported in Table 2. To a large extent, students agree with statements linking religious behaviors to empathic and supportive actions. This indicates that the general trend is a positive association. By way of illustration, the fact that the mean scores for items such as "I prefer people's comforts" (M = 4.17, SD = 0.741) and "I give good moods when people need my help" (M = 4.14, SD = 0.586) are high indicates that religious behavior is closely associated with positive social interactions. The statement "I cope with fellows in their bad times" received the highest mean score, with a mean of 4.28 and a standard deviation of 0.829. This indicates that students view religious values as guiding principles for emotional support, particularly during difficult times. This association highlights the role that religious behaviors play in the generation of a community that is supportive of one another and in creating a socially empathic environment.

In certain regions, however, responses are contradictory. For example, the mean score for managing time for religious practices was lower than the standard deviation (SD) of 1.055, which suggests that students have difficulty balancing their daily routines with their religious obligations. To a similar extent, items that reflect emotional regulation in conflicts, such as "I manage my temperament when fellows quarrel with me" (M = 3.05, SD = 1.419), received lower scores, indicating that individuals have difficulty practicing patience even though religious teachings advocate for such behavior. According to these findings, even though students intend to uphold principles that are led by their religious beliefs, applying these values may be complex, particularly in emotionally charged situations.

Interestingly, the statement "I ignore bad habits of my fellows" (M = 4.001, SD = 0.845) reflects a general tolerance level among students, which aligns with the religious values of acceptance and understanding. In contrast, responses to the statement "There is not much I can do to help myself" (M = 4.06, SD = 0.956) indicate a nuanced view of self-agency, which religious beliefs may influence the concept of divine will or belief in fate. This viewpoint can influence how students approach personal control and emotional resilience, with some students relying on religious beliefs to cope rather than employing personal emotional resilience strategies.

In conclusion the data indicate that university students generally associate religious habits with positive emotional and social relationships, there is potential for growth in areas such as emotional regulation and self-management. This is the conclusion that can be drawn from the findings. Considering the strong correlation between religious participation and empathy, it is clear that religious practices can cultivate helpful and community-oriented values. However, educational efforts emphasizing emotional abilities could improve students' capacity to manage their emotions effectively, given the inequalities in emotional intelligence awareness. Students could obtain a more holistic approach to emotional well-being by integrating religious beliefs with systematic emotional intelligence development. This would be beneficial for both the student's personal development and their interactions with others. They would benefit from this integrated approach in academic contexts and life, which would equip them with crucial life skills for navigating complicated social and emotional dynamics.

5.1. Recommendations

Recommendations were drawn from the conclusion;

The study may suggest why most respondents were unaware of emotional intelligence and pursuing interventions or educational programs to improve university students' emotional intelligence.

The institutions may examine whether religious practices improve or worsen pupils' emotional well-being.

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