THE INTERRELATIONSHIP AMONG EMOTIONAL INTELLIGENCE DETERMINANTS TOWARD STUDENTS DECISION MAKING ON PARTICIPATING IN EXTRACURRICULAR ACTIVITIES: A CASE OF STUDENTS AT HO CHI MINH UNIVERSITY OF BANKING, VIETNAM

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Abstract: The objective of this study is to examine how emotional intelligence (EQ- Emotional Quotient) factorsaffect human decision-making behavior on participating in extracurricular activities. Primary data was collectedfrom a survey of 413 Ho Chi Minh University of Banking students. The study used the statistical software SPSS20.0 and AMOS 20.0 to test proposed relationships. The research results confirm that emotional intelligence,involving four main factors (REC - Emotion recognition; USE - Using emotions; UND - Understanding emotions;MAN - Managing emotions) affects the students decision-making behavior towards extracurricular activities.

Keywords: *emotional intelligence, decision making, extracurricular activities, students*

I. Introduction

Emotional intelligence is the ability to accurately perceive, evaluate, and express emotions; the ability to access and create emotions when these emotions facilitate thinking; emotional understanding and emotional literacy; and the capacity to regulate emotions to accelerate emotional and intelligence development" (Mayer and Salovey, 1997). Emotional intelligence has an impact on the need, expectation of success, and the incentive value of success (Jackson, Ahmed & Heapy, 1976). Human decision-making behavior is often considered from the perspective of an activity process of rational thinking, while emotional- emotional intelligence (EQ -Emotional Quotient) in decision-making is less are taken care of and although we all understand emotions sometimes play a very important role when people make certain decisions.

Extracurricular activities are activities outside of the regular curriculum, including activities related to cultural - sports - recreational - social activities outside of classroom hours. They are (of activities or subjects) not part of the usualschool or collegecourse, but ones of the playgrounds for students to voluntarily participate according to their needs and abilities (Cambridge Dictionary, 2022) . In addition to the knowledge imparted with the university curriculum, extracurricular activities bring in great benefit in helping students' abilities to communicate with each other and work well together. In recent years, at Ho Chi Minh University of Banking (HUB), there are many university clubs and entities that organize more than 25 extracurricular activities, sometimes students have difficulty in choosing which activities to participate in. Therefore, the authors conducted the study, tittled **"THE INTERRELATIONSHIP AMONG EMOTIONAL INTELLIGENCE DETERMINANTS TOWARD STUDENTS DECISION MAKING ON PARTICIPATING IN EXTRACURRICULAR ACTIVITIES: A CASE OF STUDENTS AT HO CHI MINH UNIVERSITY OF BANKING, VIETNAM"**. The research results will lead the right directions for the university board as well as other involved parties in terms of encouraging and building suitable extracurricular programs that meet the students' needs and wants in general and HUB students' ones in particular.

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II.   Literature review and proposed research model

2.1. Literature review

2.1.1   Theory of reasoned action

The theory of planned behavior (Ajzen, 1991) is an evolution and improvement of the theory of rational action. Theory of Reasoned Action (TRA) was developed by Ajzen and Fishbein in 1975 and is considered a pioneer in the field of social psychology research (Eagly & Chaiken, 1993; Olson & Zanna, 1993).; Sheppard, Hartwick, & Warshaw, 1988, quoted in Mark, C. & Christopher JA, 1998). The TRA model shows that behavior is determined by the intention to perform that behavior. The relationship between intention and behavior has been established and empirically verified in numerous studies in many fields. The two main factors influencing intention are personal attitudes and subjective norms. In it, an individual's attitude is measured by beliefs and judgments about the results of that behavior. Ajzen (1991) pointed out a subjective norm as the perception that influencers will think that an individual should or should not perform a behavior.

2.1.2   Theory of planned behavior

According to Ajzen (1991), the birth of the theory of planned behavior (TPB) comes from the limitation of behavior over which people have little control. The third factor that Ajzen thinks has an influence on human intentions is the Perceived Behavioral Control factor. Perceived behavioral control reflects the ease or difficulty of performing the behavior and whether the performance of the behavior is controlled or restricted (Ajzen, 1991). The TPB uses a person's personal attitude and opinion in combination with their perceived control of the behavior and societies' subjective norms to influence their behavioral intention which will lead to the behavior or action. In some cases, if people have a negative attitude and feel that they do not have control of this action, that will lead to ones' being less likely to carry out that action. Further, if people within society do not approve of this action, then it would have a negative impact on a person's intention for the action. An individual's attitude and perceived behavioral control can have a positive or a negative impact on their intention and the action of the behavior depending on that individuals' personal views.

2.1.3. Emotional competency (EI) model

According to P. Salovey and J. Mayer (1990), emotional competence (EI) is the mastery of human relationships with each other is a high ability of people with high emotional intelligence when they have the ability to manage, manipulating his emotions towards solving a social problem or achieving a goal in a particular situation and eliciting positive reactions from others. In 1997, the authors Mayer, Salovey and Caruso published new research results that were updated compared to their 1990 research paper, this new model includes: Ability to recognize emotions; The ability to use emotions; The ability to understand emotions; The ability to manage emotions.

2.1.3   Model of emotional intelligence

Emotional intelligence is a discussed topic in psychology and it has received extensive media attention over the years (Matthews, Roberts, & Zeidner, 2002). Emotional intelligence including five parts: Self-awareness, Self-regulation. Motivation, Empathy, Social Skills. Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990).Another model that combines emotional intelligence including individual ability for job performance and success rather than success or job performance alone. Bar-On (1997) observes that reason this theory is a more process-oriented theory that includes: perceiving, understanding and expressing oneself, and the ability to relate to people. This theory has further shown that EI can develop over time and is developed through training and therapy.

Goleman's prototype specified (1995) Emotional Intelligence or EQ in terms of five realms that are split among four sections. Two of these realms are related to personal competencies while others are related to social competencies.

Goleman's model (1995) of emotional intelligence includes five realms, including: Know your emotions, manage your emotions, motivate yourself, recognize and understand other people's emotions, and manage relationships (others' emotions). These five realms are grouped into four quadrants: Self-Awareness, Social Awareness, Self-Management and Relationship Management.

Further detailed discussion led by Leslie (2022) that self-awareness and self-management have to do with our ability to relate to ourselves, but Social awareness and relationship management have to do with our ability to relate to others.

Self-awareness is about having the ability to both recognize and better understand moods and emotions and about understanding what drives those moods and emotions and how that affects others. In order to practice this skill, we must develop an awareness of ones' own emotional states.

Self-management competencies involve having a sense of achievement, displaying honesty, integrity and trustworthiness and being able to keep disruptive emotions under control. It involves having a sense of optimism, being adaptable and flexible and recognizing and seizing opportunities as they arrive. Those who practice this competency accept responsibility and learn to choose their own emotional response. Self-management also involves learning to re-frame stressful situations into situations that are simply challenging.

Social awareness competencies involve being able to sense other people's emotions, understanding their unique perspectives and learning to take an active interest in things they are concerned about. It involves having a sense of organizational awareness and a sense of service.

Relationship management involves having a sense of teamwork and collaboration, being an inspirational leader and learning how to resolve disagreements. Those who are well versed in this competency know how to guide and motivate others, and use a wide range of tactics for persuasion. Relationship management also involves being able to initiate and lead people in a new direction and learning how to bolster other's abilities through feedback and guidance.

2.3. Hypotheses and research models

Based on theories combined with previous research models and emotion model (EI) of Mayer and Salovey 1997 and Goleman (1995), the authors propose the following hypotheses:

Emotional intelligence is considered a fairly modern concept that is being researched and applied in the field of human life, emotions govern a lot of our daily activities and even when performing work. (Nguyen Thi Phuong Dung & Vo Hong Hue, 2019).

Emotional recognition is the ability of students to recognise their emotions to support the process of analysis, thinking, judgment and control, using emotions to lead to awareness and problem solving Mayer & Salovey (1997), Daniel Goleman (1995) and Nguyen Ngoc Quynh Dao (2013) .

Research by Mayer & Salovey (1997) states that: "Emotional recognition helps individuals recognize and input information from the emotional system in both verbal and non-verbal forms. These basic information-gathering processes are a necessary prerequisite for the subsequent formation of emotional information for problem-solving." From the above statement, we see that emotional recognition is extremely important, because it is a prerequisite to help us recognize emotional information such as interest, dislike, etc., thereby clearly understanding what we are wanting. something and make a decision that solves the problem.

The relationship between emotional awareness and the decision to participate was studied by Mayer & Salovey (1997). Research by Nguyen Ngoc Quynh Dao (2013)Schutte et al (1998), Nguyen Thi Thanh Huyen (2018), Nguyen Thi Tuong Vi (2020) also investigated the influence of emotional awareness on decision-making. On that basis, the following hypothesis is proposed:

H_1: **Feeling Emotion has a positive effect onHUB students' decision making on participating in extracurricular activities**

Social Judgment Theory is one of the significant contributions of psychology to decision theory. Theory focuses on analyzing how individuals in the organization process signals in decision making. Unlike utility or prospect theory, Social Judgment Theory does not focus on possible future outcomes of decisions. Because, given the same situation, each individual will choose different signals or integrate them differently (Yates and Zukowski, 1976). Thereby, we can see that first of all, each individual needs to use emotions to analyze, process signals and consider all sides of the problem to make a final decision. Using different emotions will also lead to different choices in the same situation. Research by Nguyen Thi Hien (2017) suggests that students with higher emotional intelligence index are those who are more successful in forming skills and could become class leaders. Students have the ability to use emotions - the ability to use emotions consciously to support the thinking process, thinking, judging... to make decisions, the research work of Schutte et al. (1998). In daily life, students need to deal with a lot of work as well as arising problems in which to make decisions for many things. Because of that, students have the ability to use emotions researched by Nguyen Thi Thanh Huyen (2018), Nguyen Thi Tuong Vi (2020). On that basis, the following hypothesis is proposed:

H_2: **Using emotions has a positive effect onHUB students' decision making on participating in extracurricular activities**

Emotional understanding is the ability to understand emotions , inner states as well as the causes and development of emotions to derive the operating rules of emotions in oneself and others. . Schutte et al. (1998), Mayer & Salovey (1997), According to Doan Xuan Hau (2016), we easily recognize that students who have the ability to understand emotions are those who are able to understand their emotions as well. like others, understand the laws of operation of emotions and that are the steps on understanding themselves and others. With this ability, students are able to analyze their desires, aspirations, and desires. desires, needs ... of the self. From there, students

can make decisions with higher efficiency than those with low emotional understanding according to Nguyen Thi Thanh Huyen (2018), Nguyen Thi Tuong Vi (2020). On that basis, the following hypothesis is proposed:

H_3: **Understanding emotion has a positive effect onHUB students' decision making on participating in extracurricular activities**

Emotional management is the ability of students to control and self-regulate their emotions in order to promote and support the achievement of a set work goal; the ability to manipulate/influence the emotions of others Mayer & Salovey (1997), Martin Seligman (2008),

According to Vu Thi Viet Hang & Phan Thi Cam Linh (2015), research on the impact of emotional intelligence on job stress of accountants in Ho Chi Minh City shows that being able to listen and pay attention, Overpowering impulses, feeling responsible for one's own work and these are also necessary competencies to achieve high results at work, Ho The Trung (2020), Doan Thi Thanh Tuyen (2020)). On that basis, the following hypothesis is proposed:

H_4: **Emotional management has a positive effect onHUB students' decision making on participating in extracurricular activities**

Based on the proposed hypotheses and combining domestic and foreign research models, the authors propose the following research model:
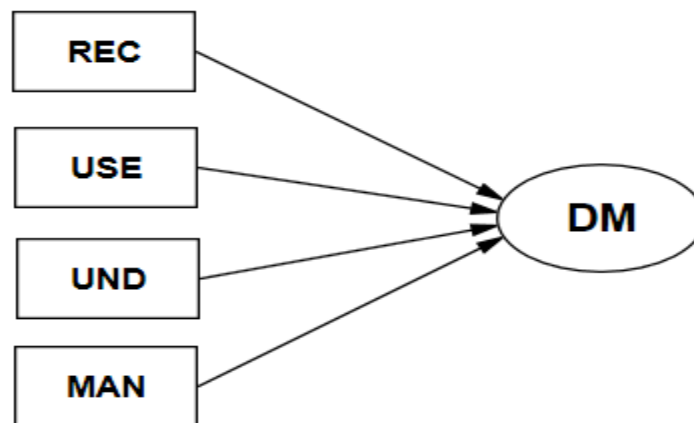

Figure 1. Proposed research model
where
- REC: Emotions Recognition
- USE: Using emotions
- UND: Understanding emotions
- MAN: Managing emotions
-DM: Decision Making

III.   Research Methods

3.1. Data collection

Data were collected online by self managed questionnaire, using convenient sampling, which is most suitable during the coronavirus pandemic from March to April 2022 in Vietnam. As proposed by Kline (2011) that 10 observations per 1 observed variable, that means 250 observations per 25 observed variables in the model. Therefore, the number of observations of 413 respondents are enough for this study.

3.2. Data Analysis Methods

Data were analyzed using the statistical software SPSS 20.0 and AMOS 20.0. Cronbach's coefficient α is used to analyze the reliability between the observed variables in each measurement scale for the research concepts (according to the standard α ≥ 0.7). *Exploratory Factor Analysis* (EFA) was used to test the convergent and discriminant validity of the concepts. *Confirmatory Factor Analysis* (CFA) was used to test the overall reliability and the fit between the observed variables and the theoretical structure . Two-step model is used: measurement model (CFA) and linear structural model (*SEM*) to evaluate the fit of the model with the research hypotheses. Criteria applied in CFA and SEM: Estimated by the method of maximum likelihood function (*Maximum Likelihood*), the overall fit is measured by indexes with the following criteria: Chi-Square/df, GFI > 0.9 ; CFI > 0.9; TLI > 0.9 and RMSEA < 0.08 (Byrne, 2010; Kline, 2011).

IV. Research results

4.1. Check the reliability of the scale

The results of testing the reliability of the scale by Cronbach's Alpha coefficient are presented in Table 1. In which, the scale and coding columns present the scales in the theoretical model. The initial variable column presents all the observed variables that have been coded for each respective scale. The retained variable column presents the results of observed variables that meet the requirements of analytical techniques, the variables in the original variable column do not appear here, implying that they have been excluded because they do not meet the test standards. The results of the scale reliability analysis suggest that the variables NBXC1, SDXC1, SDXC2, THXC1 and QD1 do not meet the technical requirements, therefore, excluding later on for further analysis.

Table 1. Summary of the results of testing the reliability of the scale

Scale Encoding	– Initial variable	Variable retain	Cronbach's Alpha
REC	REC1, REC2, REC3, REC4, REC5	REC2, REC3, REC4, REC5	0.815
USE	USE1, USE2, USE3, USE4, USE5, USE6	USE3, USE4, USE5, USE6	0.791
UND	UND1, UND2, UND3, UND4, UND5	UND2, UND3, UND4, UND5	0.728
MAN	MAN1, MAN2, MAN3, MAN4	MAN1, MAN2, MAN3, MAN4	0.804
DM	DM1, DM2, DM3, DM4, DM5	QD2, QD3, QD4, QD5	0.729

Source: "Aggregate from the author's analysis"

4.2. Exploratory factor analysis

The analysis is carried out in two steps: Step one, analyzing each independent factor in order to better identify the contents to be considered in the step of testing the reliability of the scale. Step two, use the oblique rotation method to check the convergent and discriminant values of all the variables in the model. The EFA results of all variables, using the oblique rotation method, show that the concepts in the research model have convergent and discriminant validity. The observed variables were excluded because they did not meet the criteria of convergent value and discriminant value having similarity with the results of reliability analysis by Cronbach's Alpha coefficient conditions and threshold (Stemler, 2004). All the remaining observed variables in the model have factor weights > 0.5. Thus, the EFA results show concepts will be used for analysis.

4.3. Confirmatory factor analysis

The results of the CFA analysis show that the critical model is suitable, the general goodness of fit indicators such as: Chi-Square/df = 1.244 (< 0.3); GFI = 0.954 (> 0.9); CFI = 0.984 (>0.9); TLI = 0.980 (>0.9); RMSEA = 0.024 (<0.08) meets the requirement.
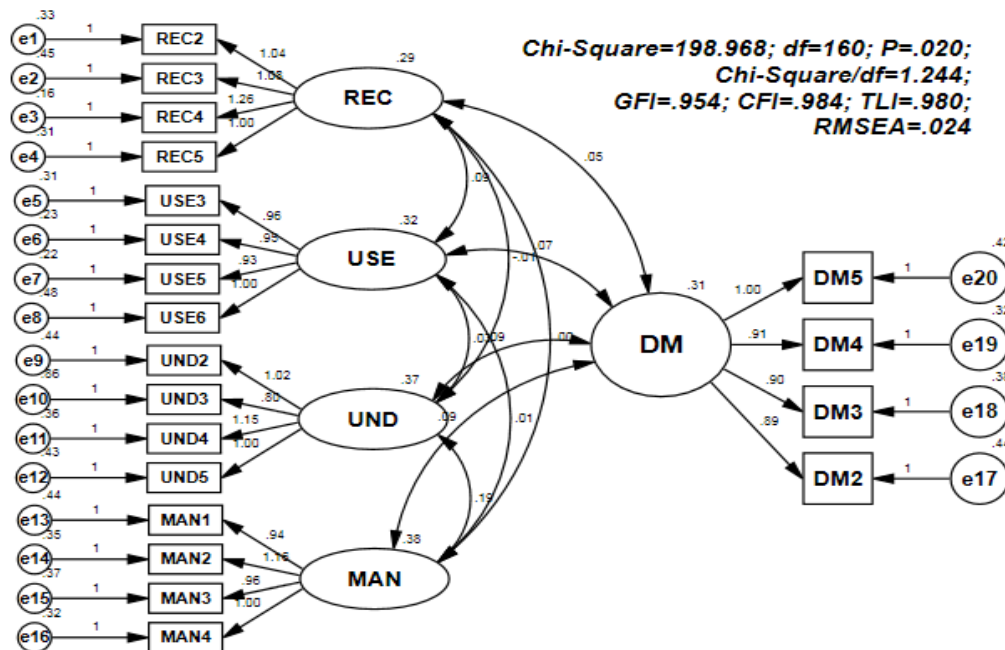

Figure 2. Critical CFA model
Source: "Aggregate from the author's analysis"

Thus, the confirmatory factor analysis results show that the structure of the theoretical model is consistent with the actual data. This result is used to test the research hypotheses by linear structural model (SEM).

4.4. Hypothesis testing by structural equation modeling

The results of SEM analysis are presented in Figure 3. The overall goodness of fit indicators of the model all meet the technical requirements: GFI = 0.954 (>0.9); CFI = 0.984; TLI = 0.980; RMSEA = 0.024 are all satisfactory.
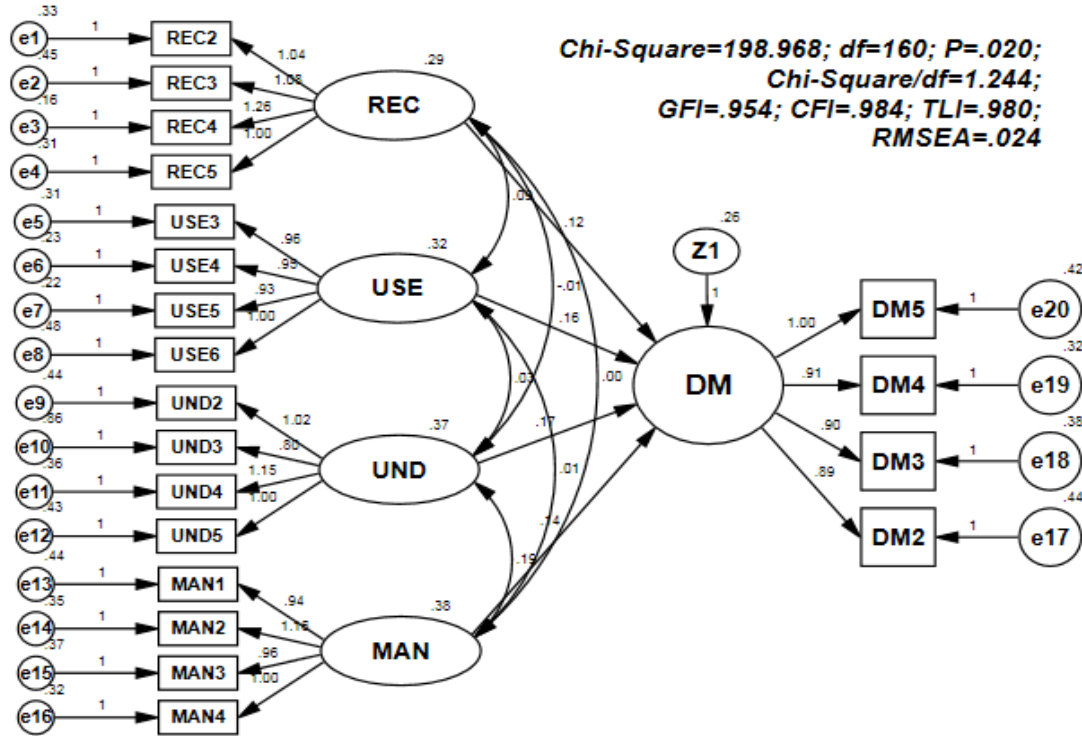

Chi-Square=198.968; df=160; P=.020;
Chi-Square/df=1.244;
GFI=.954; CFI=.984; TLI=.980;
RMSEA=.024

Figure 3. SEM . model analysis results

Source: "Aggregate from the author's analysis"

The results of the analysis are summarized in Table 2, the meanings of the parameters:

+ SE (*Standard Error*): Standard error of the regression weights.

+ CR (*Critical Ratio*): Criteria to test the statistical significance of the regression weights.

+ P (*Probability*): The corresponding probability of the standard of testing the regression weights. With the 5% test significance level, 10% (α = 0.05; 0.1) is used to decide whether the parameters are significant in the model or not.

Table 2. Regression weights of theoretical relationships

Hypothetical relationship			Weight	SE	CR	*p*
H_1	Emotions Recognition	Decision Making	0.123 (0,120)	0.066	1.87	0.062
H_2	Using emotions	Decision Making	0.163 (0.166)	0.066	2.48	0.013
H_3	Understanding emotions	Decision Making	0.170 (0,186)	0.072	2.35	0.019
H_4	Managing emotions	Decision Making	0.138 (0,153)	0.069	2.01	0.044

Source: "Aggregate from the author's analysis"

❖ **Test the hypotheses of the research model**

From the estimation results presented in Table 2, it can be concluded:

- Emotional Recognition (REC) has a positive influence on the decision (DM) to participate in extracurricular activities, the hypothesis is accepted at the significance level of 10%. The normalized regression weight (0.120)

implies that an increase (decrease) in Emotion Recognition increases (decreased) 0.120 standard deviations in the decision to participate in extracurricular activities.

- Using emotions (USE) has a positive influence on the decision to participate in extracurricular activities, the hypothesis is accepted with the significance level of 5%.The normalized regression weight (0.166) implies that when Using emotions increases (decreases) an average rating point makes the decision to participate in extracurricular activities increase (decrease) 0.166 standard deviations.

- Emotional understanding (UND) and Emotion management (MAN) have a positive influence on the decision to participate in extracurricular activities, the hypotheses are accepted at 5% significance level. Regression weights (0.186 and 0.153) imply that an increase (decrease) in Emotion Understanding and Emotion Management increases (decreases) a mean score that increases (decreases) the decision to participate in extracurricular activities by 0.186 and 0.153 standard deviations corresponding.

4.5. Discussion

Emotional intelligence is a research direction on intelligence that is of interest to researchers. This study approaches emotional intelligence according to the following factors: Emotional recognition, Using emotions, Understanding emotions and Managing emotions affect the decision to participate in extracurricular activities of university students at HUBResearch results show that the independent factors in the research model all have a relationship with the dependent variable, the intensity of the impact is relatively uniform. Emotional recognition is the ability to recognize and evaluate one's own emotions, a capacity that almost every human being has and develops in the process of experiencing (Goleman, 2009). This result is similar to the study of Wong & Law (2002). Using emotions is related to action orientation, emotions act as a motivator to promote or inhibit an individual's action. Using emotions to control behavior is one of the key components of emotional intelligence. In a university setting, students use emotions to support thinking and action when deciding to participate in extracurricular activities. Emotional empathy can be viewed from an individual perspective, recognizing and assessing the emotions of others, the process of evaluating and expressing emotions all involve empathy. Research results related to this factor are similar to the study of Goleman & Boyatzis (2008), Wong & Law (2002). Students have the ability to understand the feelings of others, thereby listening, understanding, empathizing, creating sympathy and trust with others. This is a factor that leads to the decision to participate in extracurricular activities. Emotional management refers to personal emotional experiences and behaviors to change and regulate emotions. Individuals who are able to manage their own emotions often have a serious working attitude, always seek to live in harmony with others, thereby easily leading to success in work and life.

4.6. Conclude

From the theoretical overview, the article has proposed a theoretical model that shows the emotional intelligence factors affecting the decision to participate in extracurricular activities of students at Banking University of Ho Chi Minh City. Online survey data from 413 students studying at the university, using a linear structural model to test research hypotheses. The research results show that the factors: Emotional recognition, Using emotions, Understanding emotions and Managing emotions have a positive influence on HUB students' decision making to participate in extracurricular activities. This is the experimental basis for the University to realize the role of emotional intelligence in students' extracurricular activities; Since then, units are responsible for developing courses to help students recognize, cultivate and improve emotional intelligence. For students, emotional intelligence is an important factor in their decision to participate in extracurricular activities to enhance positive experiences in the learning process, and is the basis for achieving success in work and life.

Limitations of the study

The study has certain limitations. Firstly, the survey subjects, the survey sample only focused on HUB students only, so the implications of the research will have certain limitations. Secondly, the number of survey samples is not large and the convenient sampling method and online survey form are used, so the representativeness is not quite high.

Proposing directions for further research

Expand the fields in the research sample to increase the generality, use the random sampling method to increase the representativeness.

Consider adding to the research model of factors of intelligence mediating factors to consider the interaction between intelligence and emotional intelligence.

Considering other respondents and industries in the research

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