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The Relationship between Emotional Intelligence and Alcohol Outcome Expectancies of College Students

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Abstract

The purpose of this study was to investigate the association between college students' alcohol outcome expectancies and emotional intelligence. Additionally, it sought to comprehend the connection between emotional intelligence and the likelihood of both positive and negative alcohol outcomes. The study also compared gender variations in college students' alcohol outcome expectations. 120 college students made up the sample, including 60 males and 60 females Measurement tools included the Alcohol Outcome Expectancies Scale and the Wong and Law Emotional Intelligence Scale. To investigate the relationships and gender differences, independent t-tests and correlation analyses were performed. This study revealed no relationship between emotional intelligence and college students' expectations for alcohol outcomes. The results imply that emotional intelligence levels may not have a substantial impact on college students' expectations and beliefs regarding the impacts of alcohol use. Furthermore, no particular gender variations in alcohol outcome expectations were found. These findings help us understand the alcohol outcome expectations of college students and emphasize the necessity to take into account additional variables that can affect these assumptions.

Keywords: Alcohol Outcome Expectancies, Positive Alcohol Outcome Expectancies, Negative Alcohol Outcome Expectancies, Emotional Intelligence

Introduction

Emotional intelligence (EI) is a wide concept that describes the capacity to successfully recognise, comprehend, and control one's own and other people's emotions. Salovey and Mayer (1990) were the first to present the idea of EI, and since then, the field of study has experienced significant growth. The goal of the current study work is to give a thorough assessment of the literature on emotional intelligence (EI), including its definition, theoretical models, and empirical data on how it affects various spheres of life.

Studying college students' emotional intelligence is crucial since it greatly affects their daily lives and behaviours, such as their use of alcohol, tobacco, and other substances.

There are numerous EI models because different academics have defined and conceptualised EI in different ways. Emotional intelligence (EI) is the capacity to recognise, comprehend, and manage one's own emotions as well as those of others, claim Mayer and Salovey (1997). Emotional perception, emotional facilitation, emotional understanding, and emotional management are the four branches of their four-branch model of emotional intelligence. The mixed-model of EI put out by Goleman (1995), which has five components—self-awareness, self-regulation, motivation, empathy, and social skills—is another common model. Both academic and non-academic settings frequently employ the mixed-model, which has also drawn significant attention in popular culture.

Its importance in numerous areas of life has been highlighted by the broad and comprehensive empirical evidence on the influence of EI. EI has been linked favourably to academic accomplishment (Brackett & Salovey, 2006), cognitive capacity (Fiori & Antonakis, 2011), and academic motivation (Brackett & Mayer, 2003) in the academic context. EI has been connected to organisational commitment (Jordan, Ashkanasy, & Hartel, 2002), job performance (Van Rooy & Viswesvaran, 2004), and job satisfaction in the workplace (Carmeli, Brueller, & Dutton, 2009). Research on leadership has shown that individuals with high EI are better at motivating their employees and attaining organisational objectives (Goleman, Boyatzis, & McKee, 2002). Additionally, research has demonstrated that people with high EI are better able to handle stress, deal with challenging circumstances, and maintain good mental health. (Extremera & Fernandez-Berrocal, 2006).

The following are important signs and illustrations of emotional intelligence: the capacity to recognise and express others' emotions; being aware of one's own capabilities and limitations; self-assurance and acceptance of oneself; the capacity to forgive mistakes; the capacity to embrace change; an aptitude for acquiring fresh

knowledge, especially about other people; the capacity to have compassion and understanding for others; the capacity to demonstrate consideration for their feelings; and taking responsibility.
The ability to utilize emotions as a tool for thinking, emotional observation, emotional understanding, and emotional management are the four subcategories of emotional intelligence, according to studies. Understanding emotions begins with having accurate perception of them.

It is typically necessary for this to comprehend nonverbal cues including posture and facial expressions. The second stage involves encouraging thinking and cognitive activity by using emotions. When something attracts our attention, we prioritise what we pay attention to and how we react based on how we feel.
Our feelings may have quite diverse meanings hidden behind them. The observer must determine the source of the person's wrath and what it could signify if they are acting angry. For instance, how your employer treats you might be a sign that they are unhappy with the choice to hire you, that they received a speeding ticket on the way to work that morning, or that they have been arguing with their spouse.

Emotional Intelligence in College Students
Due to the numerous academic and personal obstacles that Indian college students must overcome, the development of EI skills is crucial. According to earlier studies (Brackett & Salovey, 2006; Extremera & Fernandez-Berrocal, 2006), college students with high levels of EI demonstrate higher academic achievement, stronger interpersonal skills, and increased well-being. However, there hasn't been much study on EI among Indian college students. In order to close this gap, the current study paper examines the level of EI among college students in India who are under the age of 25.
The development of EI abilities among Indian college students can be influenced by a variety of variables. Parenting style, cultural beliefs, academic stress, and peer interactions are a few of the important variables. According to research conducted in India (Upadhayay & Mishra, 2018), parenting practises that emphasise emotional expressiveness and empathy help children and adolescents improve their emotional intelligence (EI) skills. Additionally, cultural values like collectivism are related to higher levels of prosocial behaviour and empathy (Singh & Sharma, 2018). College students' ability to develop their EI skills, meanwhile, might sometimes be hampered by peer dynamics and academic stress.

Numerous facets of college students' lives, including their academic achievement, interpersonal connections, and well-being, have been proven to be impacted by EI. College students with high EI demonstrate greater academic performance and motivation, according to research in the academic sphere (Brackett & Mayer, 2003). EI has also been shown to affect interpersonal connections, with high-EI persons showing improved social skills and the capacity to effectively handle conflict (Fiori & Antonakis, 2011). Extremera and Fernandez-Berrocal (2006) discovered that EI is also found to be positively correlated with mental health, with high EI persons showing stronger coping mechanisms and lower levels of anxiety and depression.

There are substantial consequences for the system of education and society at large from the expanding amount of study on EI among college students in India. Educational institutions can gain from integrating EI into their curricula, encouraging students to develop EI skills, and giving teachers training to improve their capacity to teach EI. Additionally, fostering EI abilities in college students can have a wide range of positive effects, including higher academic achievement, improved interpersonal interactions, and improved mental health. These advantages may eventually help to create a society that is both productive and healthy.

Alcohol Outcome Expectancies
Young adults frequently drink alcohol, and this behaviour is linked to a number of detrimental outcomes, such as health issues, social problems, and legal troubles. Alcohol outcome expectancy (AOE) is one of the main variables affecting drinking behaviour. AOE is the term used to describe a person's perceptions of the effects of alcohol use. The purpose of the current research work is to examine how AOE affects young adults' drinking habits. The paper specifically seeks to investigate the prevalence of AOE in young people, the variables determining its emergence, and its effects on alcohol use behaviour.
An individual's expectations regarding the effects of alcohol use are referred to as their alcohol outcome expectancy. These views, which can be either favourable or unfavourable, are influenced by a number of things, such as social learning, cultural standards, and individual experiences. Alcohol is believed to improve social interaction, lower anxiety, and boost confidence. On the other hand, negative AOE holds that alcohol impairs cognitive and motor skills, encourages aggression, and promotes risky behaviours. According to earlier studies,

people with positive AOE are more likely to drink alcohol and have more alcohol-related issues (Brown, Goldman, Inn, & Anderson, 1980).
Young adults' development of AOE is influenced by a variety of factors, such as societal standards, peer pressure, and personal experiences. Cultural norms regarding alcohol consumption vary across different societies, with some cultures promoting moderate drinking, while others view alcohol consumption as a problematic behavior (Kuntsche, Knibbe, Gmel, & Engels, 2005). Moreover, peer influence can play a vital part in creating AOE, with young adults often subscribing to their peer's drinking behavior (Borsari & Carey, 2003). Personal experiences, such as positive or negative alcohol-related consequences, can also shape an individual's AOE (Goldman, Brown, & Christiansen, 1987).

Individuals are driven to perform, according to expectation theory, "if they know that their extra performance is recognised and rewarded" (Vroom, 1964).According to Vroom, a person decides how to act based on what they believe will happen as a result. People will be more driven to put up greater effort, for example, if they believe their efforts will be rewarded.Most often, people base their decisions on predictions of how closely the predicted outcomes of a certain course of action would resemble or ultimately lead to the desired outcomes. This process lasts the duration of a person's life and starts in early infancy. Expectancy, instrumentality, and valence are the three pillars of expectation theory.

Young individuals' alcohol drinking behaviour has been proven to be influenced by alcohol result expectations. According to Brown et al. (1980), people with positive AOE are more prone to use alcohol and have more alcohol-related issues. Additionally, it has been discovered that AOE affects both the quantity and frequency of alcohol use (Cooper, 1994). differing cultural groups may have differing effects of AOE on alcohol drinking behaviour, with cultural norms being a significant factor in both (Kuntsche et al., 2005).

The development of successful prevention and intervention measures is significantly impacted by the growing amount of research on AOE and young adults' alcohol drinking habits. Alcohol drinking behaviour and associated issues can be reduced by educating young individuals about the harmful effects of alcohol use and challenging their positive AOE (Dunn & Goldman, 1996). Additionally, reducing alcohol intake and difficulties associated with it can be accomplished by creating treatments that address the cultural and societal factors that affect AOE and alcohol drinking behaviour (Borsari & Carey, 2003).The assumptions that college students have regarding the advantages and disadvantages of drinking can have an impact on their drinking habits.

Overview
The study investigates the relationship between alcohol result expectations and consumption, arguing that altering expectations may be able to affect consumption in order to avoid and treat problems. Results on the influence of optimistic expectations on treatment outcomes, however, are conflicting, with some research indicating a negative association and others failing to detect such a connection. Contrarily, numerous research show that more pessimistic treatment expectations are linked to higher treatment outcomes. Increased positive expectancies result in higher subsequent intake, while increased negative expectancies result in decreased consumption, according to studies on expectancy manipulations.

Since the alcohol outcome expectancy and the following positive consumption and later dependency is evident, some literature has examined the connection between alcohol dependence and emotional intelligence(Kumar,2021). Alexithymia, which is the inability to recognise and comprehend one's own feelings, is frequently seen in those who are alcohol dependent. The ability to recognise and control one's own emotions, on the other hand, is a sign of emotional intelligence and is linked to a high quality of life. According to studies, there is a connection between emotional intelligence and alcohol dependency that is negatively correlated with emotional intelligence, and a positive correlation between alexithymia and alcohol dependence. These findings emphasize how crucial it is to take emotional elements into account while comprehending alcohol-related problems.

The focus of this study was on college students, thus another study examined the connections between college students' positive alcohol expectations (PAEs), descriptive norms for drinking behavior (norms), and alcohol usage(Wardell,2013). The reciprocal determinism concept predicts that norms and PAEs will eventually affect each other and alcohol use.In contrast to other studies,this research shows that alcohol use had no potential negative impacts on PAEs and that PAEs had a one-way impact on alcohol consumption. There were reciprocal correlations between norms and alcohol consumption, particularly for how much was consumed. Drinking

patterns predicted quantity norms. These results demonstrate the significance of norms in determining alcohol use behaviours in college students, but they do not support the reciprocal determinism hypothesis for PAEs.

This review examines a topic frequently neglected in earlier studies: the connection between alcohol expectancies and the development of various drinking patterns in late adolescence. It seeks to comprehend how diverse risk and protective factors affect the divergent alcohol trajectories during the transition into young adulthood by using a developmental perspective. The analysis primarily looks at the risk factors for teen boys and girls, individually, developing alcohol use problems. According to research, many biological and psychological factors affect both sexes in comparable ways, but as boys and girls enter adulthood, adolescent-specific social and physiological changes may have a different impact on them.

It is crucial to understand the relationship between drinking behavior and emotions. The purpose of this study was to look at the relationship between emotional processing, drinking history, and relapse in patients with alcohol dependence(Brown,2008). The results showed that longer periods of alcohol consumption were associated with a decreased capacity to express emotions. Patients who had trouble expressing their emotions had consumed more alcohol overall and for a longer period of time during their previous heavy drinking episode. Additionally, difficulties in recognising and controlling emotions were linked to the length of the most recent bout of excessive drinking. Higher severity of depressed symptoms and ineffective emotion management were predicted of higher drinking rates at follow-up. These results demonstrate the importance of identifying emotional challenges in alcoholism and show possible advantages of combining psychotherapy therapies focusing on emotional skills in individuals

Since the research study focuses on the connection between emotional intelligence and alcohol outcome expectancy, the college students' EI, problematic alcohol use, and drug use were evaluated in a cross-sectional study utilizing an online survey and validated metrics(Davis,2002). The findings revealed that 27.3% of individuals reported drinking alcohol in problematic ways. Even after adjusting for relevant confounders, regression analysis showed that EI had a substantial protective effect on problematic alcohol consumption. Additionally, compared to those who did not, children who tested positive for problematic alcohol use had lower EI scores. These results emphasize the value of including EI instruction in university curricula to reduce problematic alcohol use and its detrimental effects on health.

The purpose of this cross-sectional study(Malinauskas,2018) was to investigate how personality, psychological characteristics, and burnout relate to each other. High levels of physical exhaustion were associated with decreased alcohol dependence, alexithymia, sadness, anxiety, perceived stress, social phobia, and suicide ideation, as well as superior emotional and relationship management abilities. Individuals with high degrees of emotional exhaustion, on the other hand, exhibited weaker emotional and relationship management abilities and higher levels of alcohol dependency, alexithymia, sadness, and perceived stress. The findings provide information on the aspects of burnout and show that it is linked to a number of psychological issues.

The association between emotional intelligence (EI) and health outcomes was investigated in this study (Diaz,2015). The ability of the EI dimensions to explain many facets of physical and mental health, as well as health-related behaviors, was examined. The findings showed that the examined aspects of EI were more accurate predictors of mental health than physical health. In particular, the Mental Health Component was positively described by Well-Being, Self-Control, and Sociability, while the Mental Health Component was negatively explained by Attention. Well-Being, Self-Control, and Sociability were effective predictors for the Physical Health Component. Compared to health components, EI dimensions demonstrated a reduced ability to predict behaviors relevant to one's health.

The evaluation of the literature looked at the connection between undergraduate students' physical activity (PA) and emotional intelligence (EI). The study's goal was to investigate the relationships between emotional attention, clarity, and repair, three EI aspects, and PA (Romo, 2019). The results showed weak but substantial correlations between PA levels and EI aspects. Sex and leisure-time PA were linked to emotional attention, while age, sex, and leisure-time PA were linked to emotional healing, according to linear regression analyses. Additionally, there were noticeable disparities in EI and PA levels between the sexes, with men scoring higher in emotional healing and clarity and women scoring higher in emotional attentiveness. Men also participated in more leisure and work-related PA. Overall, superior EI scores were linked to higher levels of PA during leisure time.

The goal of the literature(Romo,2019) review was to categorize young individuals into different health behavior groups and investigate the link between emotional intelligence and health behaviors, which is mediated by health consciousness. A negative correlation between emotional intelligence and unhealthy behaviors was shown through structural equation modeling, with health consciousness acting as a mediator. These results highlight the significance of including emotional intelligence training to promote health awareness and cultivate health-promoting behaviors among young adults, ultimately lowering the risk of developing chronic illnesses later given the significance of health behaviors in predicting long-term health outcomes.

The individuals do not often self-realize the positive and negative outcome expectancies of alcohol, hence there are very few studies focusing on the alcohol outcome expectancies compared to alcohol intake. So, the purpose of my study is to understand the relationship between emotional intelligence and alcohol outcome expectancies.

Method

Objectives

To examine the relationship between emotional intelligence and alcohol outcome expectancy among college students.
To understand the relationship between positive alcohol outcome expectancy and emotional intelligence among college students.
To understand the relationship between negative alcohol outcome expectancy and emotional intelligence among college students.
To compare the gender difference in alcohol outcome expectancy among college students.

Hypothesis

There is a significant relationship between emotional intelligence and alcohol outcome expectancy among college students.
There is a significant relationship between positive alcohol outcome expectancy and emotional intelligence among college students.
There is a significant relationship between negative alcohol outcome expectancy and emotional intelligence among college students.
There is a significant gender difference in alcohol outcome expectancy among college students.

Participants:

The target population for this study consists of college students who are under the undergraduate program and reside in Bangalore Urban. The sample size includes a total of 120 college students.

Sampling Method:

Convenience sampling will be utilized to select participants for this study. Convenience sampling involves selecting individuals who are readily available and accessible to the researcher. In this case, college students from Bangalore Urban will be approached to participate in the study.

Inclusion Criteria:

Undergraduate students: Participants must be enrolled in an undergraduate program at a college in Bangalore Urban.
Age: Participants must be within the age range of 18-25 years.
Alcohol Consumption: Participants must be occasional or frequent consumers of alcohol. This criterion ensures that participants have some experience with alcohol consumption, allowing for a comprehensive investigation of the variables related to alcohol consumption.

Exclusion Criteria:

Non-college students: Individuals who are not enrolled in an undergraduate program will be excluded from the study.

Age: Individuals below 18 years and above 25 years will be excluded.

Non-drinkers: Participants who do not consume alcohol occasionally or often will be excluded from the study. This criterion ensures that the focus is on individuals who have experience with alcohol consumption.

Research Design: Quantitative design with correlational approaches is utilized to achieve a more comprehensive understanding of the phenomenon under investigation.

Tools:
i)The Alcohol Outcome Expectancies Scale: Barbara C. Leigh and Alan W. Stacy created the Alcohol Outcome Expectancies Scale (AOES) as a tool to assess alcohol outcome expectations.The aim of the AOES is to evaluate people's perceptions of how alcohol affects their emotions, moods, and behaviour.The AOES has very high test-retest reliability and internal consistency. Positive impacts had an alpha of.94, whereas negative effects had an alpha of.88. With a test-retest reliability of.87 over a one-week period, dependability was excellent.The 34-item measure is intended to represent the diverse expectations connected to alcohol use.These expectations have been linked to drinking behaviour in both adolescents and adults, according to earlier studies, and they may have an impact on the start and maintenance of problematic drinking practises.Two global factors—positive impacts and negative effects—were identified through study. The structural equation modelling allowed for the identification of the several subfactors that each global factor has.Positive expectations had subfactors such social facilitation, enjoyment, sex, and tension relief. These subfactors stand for various facets of the satisfying effects people anticipate from alcohol.Performance in the areas of social, emotional, physical, and cognitive functioning were subfactors for negative expectations. These subfactors reflect people's unfavorable perceptions of the effects of alcohol use.

ii)The Wong and Law Emotional Intelligence Scale :WLIES was developed as a short measure of emotional intelligence (EI) specifically designed for workplace research.An initial pool of 36 items, with 9 items for each EI dimension, was developed. Exploratory factor analysis identified 8 factors, with the first four representing the hypothesized EI dimensions.To improve psychometric properties, only the four items with the largest factor loadings from each dimension were selected, resulting in a clear four-factor structure.Internal consistency reliability for the four factors ranged from .83 to .90, indicating good reliability. The WLIES also demonstrated convergence with other EI measures and showed better predictive validity for external criterion variables, such as life satisfaction.Overall, the WLIES provides a concise and reliable measure of EI in the workplace, aligning with the theoretical framework of Mayer and Salovey's EI model.

Procedure- College students are handed the questionnaires, who are evenly split between boys and females. After establishing a good rapport, the college pupils are given the instructions. The tool placement will be altered. The replies will be collected from the samples, statistical analysis will be done on them, and the results will be tallied. Later conclusions will be made in light of the findings.

Analysis of Data - Using SPSS, the obtained data will be evaluated based on the questionnaire's norms and analysed using the appropriate statistical methods. Excel will be used to code and tabulate the collected data. Comparing the gender differences in alcohol result expectations and emotional intelligence among college students using descriptive statistics and the independent t test Examining the correlation between emotional intelligence and college students' expectations for the effects of drinking.Later Mean, SD, and t-test are calculated using the most recent SPSS version.

Results

Table 1: Pearson correlation between Emotional Intelligence and Alcohol Outcome Expectancy

Correlations

		Total-EI	Total-AOE
Emotional Intelligence	Pearson Correlation	1	.006
	Sig. (2-tailed)		.952
	N	120	120
Alcohol Outcome Expectancy	Pearson Correlation	.006	1
	Sig. (2-tailed)	.952	
	N	120	120

Table 1 shows the Pearson correlation between Emotional Intelligence and Alcohol Outcome Expectancy. The correlation coefficient's p-value is 0.06($p<1$), which denotes no statistical significance relationship between

Alcohol Outcome Expectancy and Emotional Intelligence. As a result, there is no significant relationship between emotional intelligence and alcohol outcome expectations in college students

Table 2: Pearson correlation between Emotional Intelligence and Positive Alcohol Outcome Expectancy

		PAOE	EI
POSITIVE ALCOHOL OUTCOME EXPECTANCY	Pearson Correlation	1	-.140
	Sig. (2-tailed)		.129
	N	120	120
EMOTIONAL INTELLIGENCE	Pearson Correlation	-.140	1
	Sig. (2-tailed)	.129	
	N	120	120

Table 2 shows the Pearson correlation between Emotional Intelligence and Alcohol Outcome Expectancy. This correlation coefficient's p-value is -.140(p<1), which denotes no statistical significance relationship between Positive Alcohol Outcome Expectancy and Emotional Intelligence. As a result, there is no significant relationship between emotional intelligence and Positive Alcohol Outcome Expectancy expectations in college students

Table 3: Pearson correlation between Emotional Intelligence and Negative Alcohol Outcome Expectancy

		NAOE	EI
NEGATIVE ALCOHOL OUTCOME EXPECTANCIES	Pearson Correlation	.087	1
	Sig. (2-tailed)	.345	
	N	120	120
EMOTIONAL INTELLIGENCE	Pearson Correlation	1	.087
	Sig. (2-tailed)		.345
	N	120	120

Table 3 shows the Pearson correlation between Emotional Intelligence and Negative Alcohol Outcome Expectancy. This correlation coefficient's p-value is .087(p<1), which denotes no statistical significance relationship between Negative Alcohol Outcome Expectancy and Emotional Intelligence. As a result, there is no significant relationship between emotional intelligence and Negative Alcohol Outcome Expectancy expectations in college students

Table 4: Mean and Standard Deviation in Alcohol Outcome Expectancy among female and male college students

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Alcohol Outcome Expectancy	Female	60	110.383	26.0046	3.3572
	Male	60	113.600	20.8783	2.6954

Table 4 Mean and Standard Deviation in Alcohol Outcome Expectancy among female and male college students. The mean score of female college student is 110.38 with a standard deviation of 26.004 and the mean score of female college student is 113.60 with a standard deviation of 20.87. There is no mean difference in alcohol outcome expectancy between female and male college students.

Table 5: Independent t test of Alcohol Outcome Expectancy among male and female college students

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
ALCOHOL OUTCOME EXPECTANCY	FEMALE	1.445	.232	-.747	118	.456	-3.2167
	MALE			-.747	112.735	.457	-3.2167

Table 5 shows the Independent t test of Alcohol Outcome Expectancy among male and female college students. The sig 2 tailed t value is .456 (t value>.05) which is found to have no significance in 0.05 significant level. The

study found that there is no significant gender difference in Alcohol Outcome Expectancy among male and female college students.

Discussion

The purpose of this study was to investigate the relationship between emotional intelligence and alcohol outcome expectancies among college students. The capacity to recognise, comprehend, and successfully manage emotions is referred to as emotional intelligence. Alcohol outcome expectancy is the term used to describe a person's expectations and beliefs about the results of drinking alcohol. The findings in Table 1 show the correlation coefficient between these two variables according to Pearson. According to the investigation, there is a weak positive link between emotional intelligence and alcohol outcome expectancy. The p-value for this correlation coefficient, however, was shown to be 0.06($p<1$), falling short of the standard threshold for statistical significance (p0.05).

These results lead to the conclusion that there is no connection between emotional intelligence and the likelihood that college students will experience alcohol outcome expectancies. This suggests that among this particular population, emotional intelligence levels are not significantly influencing beliefs and expectations about the effects of alcohol consumption.

These findings add to the body of knowledge on the subject by demonstrating that emotional intelligence and alcohol outcome expectations among college students are not related. It is crucial to remember that these results are unique to the study's sample and context. The lack of a relationship between alcohol outcome expectancy and emotional intelligence in college students may be caused by a number of causes. For instance, factors other than emotional intelligence, such as social influences from peers, families, or the media, as well as personal characteristics, cultural norms, or previous alcohol experiences, may have a greater influence on alcohol outcome anticipation than emotional intelligence alone.

It's probable that there is a dynamic relationship between emotional intelligence and the likelihood of an alcohol outcome expectancy. The study may have just recorded a glimpse of this association, and if the data were gathered at different times or in different circumstances, different findings might have been obtained.

The findings of the Pearson correlation analysis performed to investigate the relationship between emotional intelligence and positive alcohol outcome expectancy are shown in Table 2. The estimated correlation coefficient of -0.140 showed no correlation between these variables. The p-value for this correlation coefficient, however, was discovered to be higher than 0.05, indicating that there was no statistical significance (p0.05).Based on these results, it can be said that among college students, there is no correlation between emotional intelligence and positive alcohol outcome expectations. This implies that within this particular population, emotional intelligence levels do not significantly influence the beliefs and expectations about the favorable effects of alcohol consumption. The social facilitation, fun, sex, and tension reduction subfactors of positive alcohol outcome anticipation were explored in this study. These subfactors indicate particular facets of the favorable effects that people anticipate drinking alcohol to produce. This subfactor refers to the idea that drinking makes socializing easier and improves social connections. People with high social facilitation anticipate that alcohol will make them more sociable, more comfortable in social settings, and better able to interact with others. The expectation that drinking would result in delightful and pleasurable experiences is included in the fun subfactor. People with high fun expectations think that drinking will make social gatherings, parties, and recreational activities more enjoyable. The notion that drinking alcohol might improve sexual experiences and boost sexual confidence is reflected in the sex subfactor. High sex expectancy individuals think that drinking will result in less inhibitions, increased sexual desire, and enhanced sexual performance. The notion that drinking alcohol will reduce stress and tension is referred to as tension reduction. People who expect alcohol to help them relax, unwind, and momentarily escape from their issues or anxieties have high tension reduction expectations. This study did not discover a significant link between emotional intelligence and favorable alcohol outcome expectations, despite earlier research linking emotional intelligence to alcohol use.

The purpose of this study was to investigate the association between college students' emotional intelligence and their expectations for adverse alcohol outcomes. Individuals' negative expectations and beliefs about the effects of alcohol usage are referred to as negative alcohol outcome expectancy. The findings of the Pearson correlation analysis performed to investigate the relationship between emotional intelligence and the likelihood of drinking negatively are shown in Table 3.

The study found a 0.087 connection relationship between emotional intelligence and the likelihood of drinking negatively. The p-value for this correlation coefficient, however, was discovered to be higher than 0.05, indicating that there was no statistical significance (p0.05). The results indicate that there is no connection between emotional intelligence and college students' negative alcohol outcome predictions.
Social, emotional, physical, and cognitive performance were the subfactors of negative alcohol outcome anticipation. These subfactors reflect people's unfavourable attitudes towards the potential detrimental effects of alcohol use.The social subfactor includes unfavourable assumptions about how alcohol would affect relationships and social interactions. People who have a high expectation for unfavourable social outcomes may feel that drinking alcohol causes poor judgement, unfavourable social outcomes, and damaged relationships.Negative perceptions of the emotional effects of alcohol use are reflected in the emotional subfactor. Expectations of worsening mental health as a result of alcohol consumption include those of greater emotional instability, intensified negative feelings, or enhanced emotional instability.
The unfavourable expectations for the physical effects of alcohol intake are represented by the physical subfactor. This could include anticipating hangovers, health problems, decreased coordination, or other harmful physical effects of alcohol use.Beliefs regarding how drinking alcohol affects cognitive ability are captured by the subfactor "cognitive performance." People who have a high expectation for unfavourable cognitive outcomes may anticipate that alcohol may affect their memory, attention, and general mental performance.While earlier research has linked emotional intelligence to drinking, the current study did not discover a connection between emotional intelligence and the likelihood of having a bad alcohol result. This shows that the development of negative ideas and expectations about the effects of alcohol consumption may not be greatly influenced by emotional intelligence.This shows that in the context of this sample, college students' negative views and expectations about the effects of alcohol usage may not be significantly influenced by emotional intelligence.

Also this study aimed to compare the average alcohol outcome expectations of male and female college students. Alcohol outcome expectancy is the term used to describe people's expectations and ideas about the results of drinking alcohol. For both male and female college students, the mean scores and standard deviations for alcohol outcome expectancy are shown in Table 4.With a standard deviation of 26.004, the average score for female college students was found to be 110.38. The mean score for male college students, on the other hand, was 113.60, with a standard deviation of 20.87.These results add to our understanding of college students' expectations about the effects of alcohol and provide light on any potential gender differences in these expectations. The intricacy of alcohol outcome expectancy beliefs may not be fully captured by mean differences alone, it is important to remember, as individual variances and other circumstances may affect these expectations.

This paticular study looked into how college students' expectations for drinking outcomes varied by gender. Alcohol outcome expectancy is the term used to describe people's expectations and ideas about the results of drinking alcohol. The findings of the independent t-test used to investigate gender differences in alcohol outcome expectancy are shown in Table 5.After analysis, a sig (2-tailed) t-value of 0.456 was found. The results show no statistically significant gender difference in alcohol outcome expectancy among male and female college students since the t-value is higher than the significance level of 0.05.These results imply that, generally speaking, college students who are male and female have similar expectations and beliefs about the results of alcohol use. This suggests that in this particular group, gender has no discernible impact on how alcohol result expectations are formed. It is crucial to remember that even if the results did not uncover a significant gender difference, personal differences and other factors can still play a role in the complex alcohol outcome expectations within each gender group. Furthermore, as the sample and study context are unique to these findings, care should be taken when extrapolating them to other groups or environments.
Additional factors that might affect each gender group's thoughts about the likelihood of an alcohol-related consequence could be explored in future research. The creation of alcohol result expectations among male and female college students may be better understood by examining the role of cultural variables, social norms, and personal experiences. Understanding that there is no discernible gender difference in the likelihood of experiencing an alcohol-related result might help guide preventative strategies and interventions that equally target male and female college students. These interventions can seek to promote healthy attitudes and behaviours around alcohol use among college students, regardless of gender, by addressing prevalent ideas and expectations connected with use.

Conclusion

In conclusion, the purpose of this study was to investigate the association between college students' expectations for alcohol outcomes and emotional intelligence. Although it did not approach statistical significance, the results show a somewhat favorable connection between emotional intelligence and alcohol outcome expectations. According to these findings, college students' views and expectations regarding the effects of alcohol usage are not significantly influenced by emotional intelligence levels. Furthermore, neither a positive nor a negative alcohol result expectation was shown to be significantly correlated with emotional intelligence in the study. This suggests that attitudes towards alcohol's benefits or drawbacks among college students may not be significantly influenced by emotional intelligence.
The average alcohol outcome predictions of male and female college students were also compared in the study, although no statistically significant differences between the two groups were discovered. This shows that expectations and attitudes regarding the effects of alcohol usage are similar for both male and female college students.

Suggestions
Future studies should examine additional elements, such as cultural elements, social norms, and personal experiences, that may affect college students' expectations regarding alcohol outcomes Researchers can better understand the relationship between emotional intelligence and alcohol outcome expectations by tracking changes in these variables over time.
Future research should strive to incorporate a more varied sample that consists of people from various origins, ages, and educational environments in order to increase the generalizability of the findings. This would give a more comprehensive view of how emotional intelligence and alcohol result expectations relate to various groups.

Limitations
The study's focus on college students restricts the findings' applicability to other populations. Additionally, because it might not adequately reflect the wide range of backgrounds, cultures, and experiences that can be found among college students, the sample size might not be representative of the total population of college students.

To measure emotional intelligence and alcohol result expectations, the study used self-report measures. The accuracy of the reported data may be impacted by potential biases in self-report measures, such as social desirability bias or recollection bias.
Potential confounding factors that can affect the association between emotional intelligence and alcohol outcome expectations were not taken into account in this study. Social factors, individual traits, cultural norms, and prior alcohol use were acknowledged but not specifically taken into account in the analysis.

Implications
The findings of the research can be used to prevent plans intended to lessen the harm caused by alcohol among college students.

Targeting both male and female college students equally, strategies can be developed by concentrating on shared expectations and beliefs about the effects of alcohol while taking into account additional variables that might affect their perspectives and the future researchers can be done in such factors

A more complete understanding of interpersonal relationships, young people' growth, and professional enlightenment may be possible by comprehending the interaction between emotional intelligence and these external factors.

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