

A Study on Emotional Intelligence of Academicians in Saudi Universities

Dr. Vimala Venugopal Muthuswamy

Associate Professor, Business Administration Department, King Faisal University,
Saudi Arabia

fmuthuswamy@kfu.edu.sa

Abstract

The primary objective of this research is to explore the role of emotional intelligence of academics in Saudi universities. This study considers and builds on the research on interpersonal skill awareness, emotional intelligence drivers, emotional intelligence management, and factors impacting emotional intelligence. Data collection is made through questionnaire and interviews from Saudi Arabian universities. A sample size of 250 is considered from various public and private universities, and data is collected using a standardized questionnaire. In the interview schedule, these structured questionnaires are administered and used by the researcher. Statistical tools are used to analyze the data wherein various tests are employed. The study conducts interviews with faculty members from both public and private universities. Results of the study show that; emotional intelligence is influenced by self-awareness, self-management, social awareness, and social skills. Academicians with high emotional intelligence are more caring, perceive the needs of the students, and respond to students in an appropriate way. This study recommends that, academicians must develop an environment that encourages continual learning, interactive sessions, and brainstorming. The result of this study has significant importance for practitioners who are in the process of formulating and implementing strategies for universities.

Keywords: Continuous learning, emotional intelligence, emotions, self-analysis, self-regulation, self-motivation.

1. Introduction

Emotional intelligence is the ability to identify our own and others' feelings in order to motivate ourselves and manage our emotions and relationships (Sabie et al., 2020). The higher education system is overburdened in the modern age, and quality has suffered as a result. Academicians, who are society's knowledge builders, are responsible for helping young individuals develop a positive character, who in turn, lay down the foundation for a healthy and affluent society. According to studies, individual development leads to the establishment of educational institutions. Academicians must have higher EI than other professionals to ensure quality performance and more effectively transmit knowledge and skills among their students. Previous studies also identified the important role of emotional intelligence in universities (Iqbal et al., 2021; Malinauskas & Malinauskiene, 2020).

However, there are several issues faced by educational establishments in relation to emotional intelligence. These issues are related to the various elements of emotional intelligence. Employees or teachers working in universities have issues related to self-awareness. The level of self-awareness is generally low which causes low performance. Low level of self-awareness among university teachers decreases the recognition of strengths. As a result, individuals cannot recognize their strength and cannot perform well in any challenging situation. Therefore, self-awareness is an important part of emotional intelligence (George et al., 2017); however, issues related to self-awareness must be addressed. The other important element of emotional intelligence is self-regulation (Rubaltelli et al., 2020). Sometimes people cannot understand their own behavior and reactions. Due to their low self-regulation ability, they perform negative behavior; however, they cannot realize that their behavior has negative effects. In the context of universities or higher education institutes, the low level self-regulatory behavior of teachers leads to a decrease in the knowledge delivery to students. Individuals' understanding to their own reactions is particularly important when dealing with the students. Moreover, teachers working in the universities of Saudi Arabia are lacking in motivational levels. Motivation is the key component of emotional intelligence (Tam et al., 2021; Trigueros et al., 2019); therefore, low level of motivation causes a negative impact on teachers' performance which can have long-term

effects on students. Similarly, teachers in Saudi Arabian universities are also lacking in empathy. Empathy being a key component of emotional intelligence (Jacoby et al., 2021), has major significance in terms of our dealings with others. In the context of universities, a teacher's level of empathy plays a key role in defining their dealing with students. Empathy has a significant relationship with student's level of understanding with their teachers and ultimately having an influence on their level of learning. However, most teachers require lack the required level of empathy which can affect emotional intelligence levels. Finally, social skills are also an important part of emotional intelligence (Vila et al., 2021) and play a crucial role in learning within universities. Low level social skills among teachers at Saudi Arabian universities can lead to a decrease in the interaction between universities, students, teachers, and other research institutes. Therefore, issues related to self-awareness, self-regulation, motivation, empathy, and social skills have a significant influence on the level of emotional intelligence within universities.

Emotional intelligence in academicians plays an important role in defining their interpersonal and intrapersonal relationship, which in turn influences their success and creativity in their profession and personal life. The success of individual development leads to the success of the university. Hence, it is important for academicians with high emotional intelligence to manage students in university. Therefore, this study is an attempt to identify the role of various elements in terms emotional intelligence among academic working universities in Saudi Arabia. The primary objective of this research is to investigate the role of emotional intelligence of academicians in Saudi universities. In addition, the current study also has sub-objectives which are as follows;

1. To study the demographic profile of employees among Saudi Arabian universities.
2. Agreeability of academicians towards dimensions of emotional intelligence such as self-awareness, self-management, social awareness and social skills.
3. Identify the drivers of emotional intelligence.
4. Identify the factors influencing emotional intelligence levels among academicians.

The current study offer a significant contribution to existing literature as this study overcomes a major literature gap. That is, even though several studies have identified emotional intelligence among universities (Iqbal et al., 2021; Malinauskas & Malinauskiene, 2020), only limited works have considered Saudi Arabian universities. Furthermore, the demographic profile of employees among Saudi Arabian universities has also rarely been considered by previous studies. Similarly, while a number of studies identified various factors effecting the emotional intelligence, no specific seminal work has been done to identify the the drivers of emotional intelligence among Saudi universities. Therefore, this contribution of the current study has significant importance for management of universities.

2. Literature Review

Jack Mayer and Peter Salovey coined the term "emotional intelligence" in 1990. Emotional intelligence is defined as the ability to recognize and manage one's own and others' emotions. Developing emotional intelligence in academicians' aids in the development and management of an individual's personal and social relationships, particularly with students. Students must be taught how to manage their own emotions and those of others. Academicians, who are essentially knowledge builders have that responsibility. Generally, people with emotional intelligence outperform ones with cognitive intelligence, and emotional intelligence is not, in any way, opposed to social intelligence. Ability models and mixed models are two forms of emotional intelligence models. The ability model focuses on mental capacities, while the mixed model considers emotional intelligence to be a combination of abilities, personalities, and characteristics.

Figure 1 shows the factors associated with emotional intelligence, these are: self-awareness, self-management, social awareness, and social skills. These elements relate to perceived emotions, understanding emotions, management of emotions and use of emotions. Perceiving emotions is the key element of emotional intelligence (O'Connor et al., 2019). At university level, how a teacher perceive his or her emotions is important. In addition to the perception of emotions, the management of emotions also has a key influence on the actions of an individual. Managing emotional is also

influenced by emotional intelligence which can shape an individual's behavior at the university level. Furthermore, for promote effective management of emotions, understanding of emotions is key (O'Connor et al., 2019; Sun et al., 2021). Similarly, the usage of emotions also holds importance in the life of an individual (student or teacher). Although, all the individuals use their emotions and it also shape the behavior as well as attitude. However, effective use of emotions has a more important role. A person with a better understanding and management of emotions can better utilize the emotions. Therefore, using emotions is important for teachers at the university level. Thus, emotional intelligence also involves the capability to use emotional information as a way to control thoughts as well as actions in an adaptive manner (Gilar-Corbi et al., 2019).

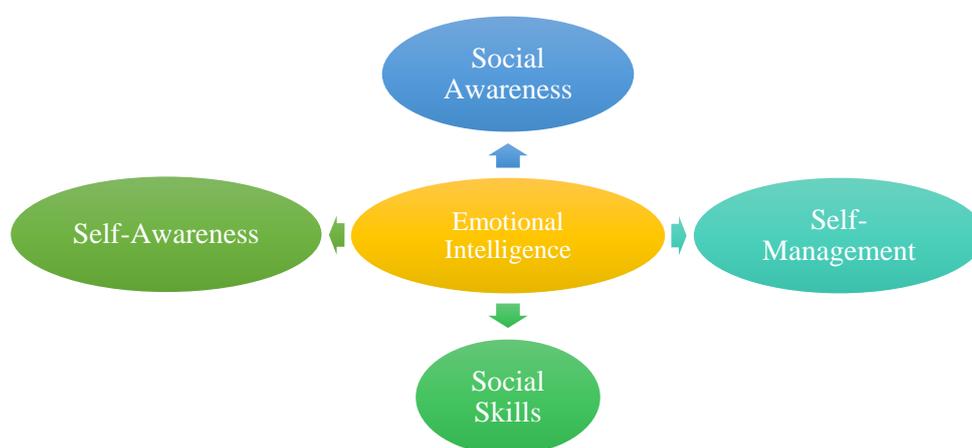


Figure 1. Emotional Intelligence

The formation of a culture that allows students to acquire emotional intelligence competencies is essential for a healthy academic environment. The ability to be aware of one's own emotions and patterns of behavior (self-knowledge), to effectively manage negative or destructive emotions (self-management), and to share positive relationships and experiences with others in a way that promotes learning and life satisfaction are all emotional intelligence competencies (relationship management). Academicians with superior competencies, comfort, empathy, leadership, and self-esteem, can perform better in teaching effectiveness. Therefore, academicians who excel in general emotional intelligence abilities have a higher rate or level of teaching efficiency.

It is a well-established notion in literature that emotional intelligence has an important relationship with student's learning (Shafait, Khan, et al., 2021). Academicians must establish an atmosphere for continuous learning, interactive sessions, brainstorming sessions, and other activities in this era, using a variety of learning aids, but the application must include the use of emotional intelligence. With the facilities supplied by the school, professors should be able to satisfy the needs of all types of students. The study lays a basis for investigating the impact of academicians' emotional intelligence on personal, academic, and career success, and it will assist institutions in developing the best ideas and plans for increasing academicians' emotional intelligence. As a result, the researcher has chosen to conduct an investigation into emotional intelligence in Saudi universities.

According to Salovey and Mayer (1990), emotional intelligence is divided into five domains: self-awareness, controlling emotions, motivating oneself, empathy, and relationship management. According to the study, emotional intelligence is made up of four essential components. The four main aspects are the ability to accurately perceive, assess, express, and access or generate emotions, as well as the ability to understand and manage emotions. According to Paul and Mondal (2012), a number of characteristics have a significant positive impact on teachers' emotional intelligence, while others have little effect. Teachers with high emotional intelligence have less occupational stress and are more effective, whereas teachers with low emotional intelligence have greater occupational stress and are less effective. According to literature, alternative measures of intelligence and human performance, such as emotional intelligence, are more predictive of success than traditional IQ tests and other standardized measures of academic aptitude and achievement (Nelson & Low, 2003). Emotional intelligence and emotional abilities are linked to achievement, job success, and personal well-being. According to Nelson and Low (2003), emotional Intelligence is the single most important influencing variable in personal performance, career success, leadership, and life satisfaction. Emotional intelligence of teacher or educators has been examined by previous studies which shows that, character development is the bedrock of a society where selfishness, violence, and out-of-control emotions rip apart people's daily lives. Academically successful adults have better degrees of emotional competence.

Emotional intelligence is an important ability for every human (Ruvalcaba-Romero et al., 2017), but it is even more important and crucial for academicians (Shafait, Yuming, et al., 2021), who are responsible for nurturing young brains and future generations. Self-analysis (self-awareness, self-regulation, and self-motivation) can provide more nuanced understanding into how one can manage emotions intelligently. Employees with a high emotional intelligence level are more attentive of their surroundings. The researcher deduced from the reviews that numerous studies have been undertaken to examine academicians' emotional intelligence. However, there is a gap in the review of literature focusing on emotional intelligence at university level.

Emotional intelligence has four key dimensions which are considered in this study. These dimensions include self-awareness, self-management, social awareness, and social skills. Self-awareness has the ability to alter the emotional intelligence level of any individual (George et al., 2017; Thanaraaj & Turkman, 2021; Wijekoon et al., 2017). Self-awareness is grounded on how an individual perceives their emotions. An individual's level of awareness towards emotions can affect their overall emotional intelligence level. Similarly, self-management is related to the management of emotions (Banjar & El Seesy, 2019; Che et al., 2017; Schinckus et al., 2018). Better management of emotions also has an influence on the emotional intelligence which has important role in academicians' performance at university level. Similarly, social awareness and social skills are interrelated which has an effect on one's social relations. As social skill is a significant part of emotional intelligence (Vila et al., 2021), it plays a crucial role in the life and work of an academician. Social skills by the teachers at universities causes to increase the social interaction between universities, students, teachers, and other research organizations. Finally, this study proposed following hypotheses;

Hypothesis 1. There is no significant difference between the demographic profile and dimensions of emotional intelligence.

Hypothesis 2. There is no significant difference between the demographic profile and drivers of emotional intelligence.

Hypothesis 3. There is no significant difference in demographic profile and factors influencing emotional intelligence.

Hypothesis 4. The influencing factors of emotional intelligence and drivers of emotional intelligence have significant influence over the dimensions of emotional intelligence.

3. Research Methodology

The current study uses a survey instrument adapted from previous studies. Along with the questionnaire, this study uses interviews for data collection, therefore, data collection is made through questionnaire and interviews administered among Saudi Arabian universities. Thus, this study uses a quantitative and qualitative research approach. Hence, a mixed method approach is used to investigate the role of emotional intelligence among academicians in Saudi universities. Mixed method approach is important for conducting any research study because it can generate better results. Previous studies also recommended the mixed method approach for better contribution (Petticrew et al., 2013).

This study conducts a correlational examination of academicians' emotional intelligence related variables. This study is based on primary data collected through a well-structured questionnaire and an interview schedule. Face validity of the questionnaire is confirmed through review from experts. Similarly, content validity is examined by having the questionnaire reviewed and commented upon by various experts in the field. Subject specialists' opinions and suggestions were used to confirm content correctness. Composite reliability, convergent validity, uni-dimensionality, and discriminant validity are all examples of construct validity which are used in this study. All composite dependability values are more than 0.819. 250 academicians from both public and private institutions provided the original data. Sample Mean, ANOVA, factor analysis, regression analysis, and discriminant analysis are used in the current research. Simple random sampling is used for data collection. The academicians among Saudi universities were considered as respondents of the study. During data collection, the objective of the study was explained to the respondents, and it was ensured that the response will only be used for the current study. Two types of data are collected through questionnaire. First, the data related to the demographic profile of respondents was collected and second, the scale items were used to examine

data related to the specific variables. Finally, a 5-point Likert scale was used for data collection which is important to get the opinions of individuals and is recommended based on previous studies.

4. Analysis & Discussion

4.1 Demographic Profile of Respondents

According to the findings, 53.2 per cent of academics are female and 46.8% are male. 14.4% of academics are between the ages of 20 and 25, 28.4% are between the ages of 25 and 30, 22.8 per cent are between the ages of 30-35, 21.6% are between the age of 35 and 40, and 12.8% are above 40. According to the poll, 40.8% of respondents are married, 22.8% are single, and 15.6% do not wish to answer the question concerning their marital status. 13.2% have less than five years of experience, 29% have five to ten years of experience, 21.2% have ten to fifteen years of experience, and 20.8% have fifteen to twenty years of experience.

4.2 Factor analysis

In total, 73 factors were considered for measuring using a five-point scale. Varimax rotation is presented in Table 1. The suitability of the factor model was tested using Bartlett tests of sphericity and Kaiser Meyer Olkin assessments of sample adequacy. The null hypothesis that the variables in this study are not correlated was tested using the Bartlett's test. The approximate chi square satisfaction is 11485.443, which is significant at a 1% level, and the test results in the null hypothesis are rejected. The significance of KMO statistics (0.627) was likewise high, indicating that factor analysis could be a good technique for assessing the correlation matrix.

Table 1. Varimax Rotation

Kaiser Meyer Olkin Measure of Sampling Adequacy		.627
Bartlett's Test of sphericity	Approx Chi square	11485.443
	df	2628
	Sig	.000

4.3 Ranking Drivers of Dimensions of Emotional Intelligence Factors

For factor analysis, 73 dimensions of emotional intelligence are grouped into factors namely self-awareness, self-management, social awareness and social skills mean values assigned to each of four dimensions of emotional intelligence, as shown in Table 2.

Table 2. Dimensions of Emotional Intelligence, Mean and Rank

Dimensions	Mean	Rank
Self-awareness	3.3171	I
Self-Management	2.9930	III
Social awareness	3.0540	II
Social skills	2.9626	IV

4.4 Segmentation of Dimension of Emotional Intelligence Factors

Cluster analysis is used to segment people depending on how much of each dimension of emotional intelligence they have. Self-awareness, self-management, social awareness, and social skills are the four dimensions. The participants were divided into three groups. The first part is referred to as the extremely influential group, the second as the less influenced group, and the third as the moderately influenced group. Table 3 depicts that all four factors are playing a strong role in bifurcating academicians in these three groups.

Table 3. ANOVA

Dimensions of EI	Cluster		Error		F	Sig
	Mean Square	Df	Mean Square	Df		
Self-awareness	29.924	2	.241	247	124.335	.000
Self-Management	10.290	2	.165	247	62.515	.000
Social awareness	20.606	2	.220	247	93.476	.000
Social skills	5.857	2	.142	247	41.233	.000

4.5 Testing Suitability of Dimensions of Emotional Intelligence using Discriminant Analysis

The three found clusters are discussed, with 38 per cent being strongly influenced, 22 per cent being somewhat influenced, and 40 per cent being moderately influenced. The key question is if the segmentation is accurate, and whether the three clusters differ from one another, and whether the four dimensions of emotional intelligence have a significant role in categorizing academicians into three groups. As a result, discriminant analysis must be used to verify sample stability and cluster classification reliability. The significance of these dimensions is given in Table 4.

Wilk's lambda is quite low for self-management, implying that there is a strong group impact among three clusters organized by emotional intelligence factor dimensions. The three segments have dramatically varied mean values. Wilk's lambda for social skill is high, indicating that no substantial difference exists between the first, second, and third places. Wilk's lambda values for self and social awareness are high, indicating that there is no substantial change between the second and fourth segments. The F ratio's value in terms of degree of freedom is quite important. A low significant result suggests that considerable differences in emotional intelligence aspects exist between the groups. The above justify the accuracy of segmentation of dimensions of emotional intelligence among academicians as a significant group difference exists among these four clusters. The eigen values and canonical correlation coefficient values are displayed in Table 5.

In comparison to the second discriminant function, the first discriminant function's Eigen value is extremely high. Two canonical correlations and two discriminant functions are created for the three groups. The canonical correlation expresses the degree to which discriminant functions and the four dimensions of emotional intelligence elements are linked. The canonical correlation between the first function and the four dimensions of emotional intelligence factors is quite high (0.874), however it is just 0.153 for the second function. There are considerable canonical relationships.

Table 4. Significance

Dimensions of Emotional Intelligence	Wilks Lambda	F	df1	df2	sig
Self-awareness	.631	72.32	2	247	.000
Self-Management	.441	156.708	2	247	.000
Social awareness	.678	58.566	2	247	.000
Social skills	.483	132.417	2	247	.000

Table 5. Eigen Values

Function	Eigen Value	% of variance	Cumulative %	Canoncial Correlation
1	3.247 a	99.3	99.3	.874
2	.024 a	.7	100.0	.153
a. First canonical discriminant functions were used in the analysis				

Moreover, when measuring a five-point scale, twenty-five parameters are considered. The suitability of the factor model was tested using Bartlett's tests of sphericity and Kaiser Meyer Olkin assessments of sample adequacy. The null hypothesis that the variables in this study are not correlated was tested using the Bartlett's test. At a 1% level, the chi square satisfaction is 2719.352, which is considerable. The significance of KMO statistics (0.816) was likewise high, indicating that factor analysis could be a good technique for assessing the correlation matrix. The variance is reported in terms of squared multiple correlations associated with dependent variables in structural equation modeling analysis. In regression analysis, it is equivalent to the R^2 value. The study's dependent variables squared multiple correlations were discovered. The elements of emotional intelligence and the drivers of emotional intelligence factors are used to test the dimensions of emotional intelligence.

5. Findings of the Study

The first hypothesis in this study asserts that there is no statistically significant difference between the demographic profile and emotional intelligence dimensions. This was investigated using ANOVA, and it was discovered that no significant differences exist between age, gender, marital status, work experience, and emotional intelligence aspects. As a result, the initial hypothesis was adopted. ANOVA is used to test

the second hypothesis, which is that there is no significant difference between demographic profile and emotional intelligence drivers. There is no discernible variation in emotional intelligence drivers based on age, gender, marital status, employment experience, or other factors. As a result, the second hypothesis has been accepted. According to the third hypothesis, there is no substantial difference in demographic profile or factors that influence emotional intelligence which is calculated through ANOVA. It has been discovered that there is a considerable variance in age, gender, marital status, work experience, and emotional intelligence variables. The influencing elements and drivers of emotional intelligence have a substantial impact on the dimensions of emotional intelligence. Structural equation modeling is used to test this relationship. It was discovered that emotional intelligence factors have a large impact on emotional intelligence dimensions, while emotional intelligence drivers have a significant impact on emotional intelligence dimensions.

The elements of emotional intelligence were organized using factor analysis into four categories: self-awareness, self-management, social awareness, and social skills. According to the ranking study, self-awareness has the greatest mean value and is the most important component among the emotional intelligence aspects. The discriminant analyses are categorized into groups based on the degree of effect exerted across emotional intelligence dimensions. The variables are classified into five categories when evaluating the components that generate emotional intelligence. Ranking analysis was used to examine this group of drivers. Based on the extent of influence through drivers of emotional intelligence variables, the discriminant analysis revealed that academicians are divided into three clusters. When the factors were analyzed using ranking analysis, it was discovered that the mean value for 'Get rid' position was the highest and that it was clearly the dominant factor. Academicians are divided into three groups using cluster analysis. The third group had the highest mean value, indicating that academicians are very good at managing their emotions. According to regression analysis, the defensive position has a 64.18 per cent link with demographic profile, whereas the 'Get rid' position has a 57.68 per cent relationship. The association between 'Get along with' position and the 'get away' position was 68.40 per cent and 53.59 per cent, respectively.

6. Conclusion

The present study emphasizes on how important it is for academicians to have emotional intelligence skills. In order to achieve hundred percent classroom management, continuous faculty development programs are required to impart emotional intelligence abilities. Encouraging academicians to practice perceiving, interpreting, and managing emotions can help in accomplishing this. Academics with a high level of emotional intelligence will be able to challenge and teach future generations on how to adapt to a demanding and effective working environment. This study aids academicians in identifying negative emotions and assists them in overcoming problems using a few coping skills or mechanisms. In the future, research focused on self-efficacy, self-confidence, and competency may be identified as additional components or dimensions of emotional intelligence.

6.1 Implications of the Study

There are four important dimensions of emotional intelligence which are considered by the current study. The study makes significant contributions theoretically as well as practically. Emotional intelligence is influenced by self-awareness, self-management, social awareness, and social skills. The investigation of these dimensions has various implications for scholars. Although several studies have identified these dimensions, however, none has considered the case or context of Saudi Arabian universities. Academicians were categorized into four categories after the criteria were analyzed: defensive position, get rid position, get on with position, and get away position. Most academicians fall into the "Get rid of position" category, which indicates they are unable to solve difficulties that arise and require training and counseling. From this, the current study recommended that university teachers should focus on improvement in emotional intelligence levels. Emotional intelligence drivers were divided into six categories: being perfect, pleasing others, trying hard, being strong, and hurrying up. All the drivers identified in this study are important for practitioners to consider when developing various strategies or programs to enhance emotional intelligence. Most academicians fall into the category of striving hard, which indicates they are attempting to overcome psychological issues by devising adaptive solutions. In

educational institutions, the development of healthy and successful functioning is essential. Academicians' well-being is therefore significant and critical. The quality of work life in the workplace, as well as efficiency, should be included in educational policies. Therefore, infusing emotional literacy is important among academicians which should be considered by the top management of universities.

Acknowledgement

This research was supported by the Deanship of Scientific Research, King Faisal University, Saudi Arabia through the Research Grant Programme NASHER under Grant Number: 216054

References

- Banjar, H., & El Seesy, N., 2019: *Measurement of the emotional intelligence competencies for effective leaders among Saudi nursing students at King Abdul Al Aziz University*. "American Journal of Nursing Research", 7, 4, 420-427; <https://doi.org/https://doi.org/10.12691/ajnr-7-4-3>
- Che, D., Hu, J., Zhen, S., Yu, C., Li, B., Chang, X., & Zhang, W., 2017: *Dimensions of emotional intelligence and online gaming addiction in adolescence: The indirect effects of two facets of perceived stress*. "Frontiers in psychology", 8, 1-8; <https://doi.org/https://doi.org/10.3389/fpsyg.2017.01206>
- George, N., Shanbhag, D. N., George, M., Shaju, A. C., Johnson, R. C., Mathew, P. T., Golapalli, C. P., & Goud, R., 2017: *A study of emotional intelligence and perceived parenting styles among adolescents in a rural area in Karnataka*. "Journal of family medicine and primary care", 6, 4, 848-852; https://doi.org/https://dx.doi.org/10.4103%2Fjfmmpc.jfmmpc_100_17
- Gilar-Corbi, R., Pozo-Rico, T., Sánchez, B., & Castejón, J.-L., 2019: *Can emotional intelligence be improved? A randomized experimental study of a business-oriented EI training program for senior managers*. "Plos one", 14, 10, 1-21; <https://doi.org/https://doi.org/10.1371/journal.pone.0224254>
- Iqbal, J., Ashraf, M. A., Perveen, S., Qureshi, N., Imran, Z., & Jin, N., 2021: *How Emotional Intelligence Influences Cognitive Outcomes Among University Students: The Mediating Role*

- of Relational Engagement During the Covid-19 Pandemic. "Frontiers in psychology", 12, 1-11; <https://doi.org/https://dx.doi.org/10.3389%2Ffpsyg.2021.711439>
- Jacoby, J. L., Smith, A. B., DeWaay, D. J., Barraco, R. D., Greenberg, M. R., Kane, B. G., Macfarlan, J. E., Weaver, K. R., & Quinn, J. F., 2021: *Developing Emotional Intelligence Through a Longitudinal Leadership Curriculum in UME: Combating the Decline in Medical Student Empathy*. "Medical Science Educator", 31, 1, 29-35; <https://doi.org/https://doi.org/10.1007/s40670-020-01120-x>
- Malinauskas, R., & Malinauskiene, V., 2020: *The relationship between emotional intelligence and psychological well-being among male university students: The mediating role of perceived social support and perceived stress*. "International Journal of Environmental Research and Public Health", 17, 5, 1-16; <https://doi.org/https://doi.org/10.3390/ijerph17051605>
- Nelson, D., & Low, G., 2003: *Emotional intelligence : achieving academic and career excellence*. Prentice Hall; <http://www.worldcat.org/oclc/49872173>
- O'Connor, P. J., Hill, A., Kaya, M., & Martin, B., 2019: *The measurement of emotional intelligence: A critical review of the literature and recommendations for researchers and practitioners*. "Frontiers in psychology", 10, 1-19; <https://doi.org/https://doi.org/10.3389/fpsyg.2019.01116>
- Paul, P., & Mondal, N., 2012: *Integration of ICT in School Education: An Analytical Study in Burdwan District in West Bengal, India*. "Research Journal of Management Sciences", 1, 4, 21-25; <http://www.isca.in/IJMS/Archive/v1/i4/5.ISCA-RJMS-2012-043.php>
- Petticrew, M., Rehfues, E., Noyes, J., Higgins, J. P., Mayhew, A., Pantoja, T., Shemilt, I., & Sowden, A., 2013: *Synthesizing evidence on complex interventions: how meta-analytical, qualitative, and mixed-method approaches can contribute*. "Journal of clinical epidemiology", 66, 11, 1230-1243; <https://doi.org/https://doi.org/10.1016/j.jclinepi.2013.06.005>
- Rubaltelli, E., Priolo, G., Scrimin, S., & Moscardino, U., 2020: *Media Exposure to Terrorism and Perception of Immigrants as a Threat: The Role of Emotional Intelligence and Psychophysiological Self-Regulation*. "Risk analysis", 40, 8, 1666-1676; <https://doi.org/https://doi.org/10.1111/risa.13498>
- Ruvalcaba-Romero, N. A., Fernández-Berrocal, P., Salazar-Estrada, J. G., & Gallegos-

- Guajardo, J., 2017: *Positive emotions, self-esteem, interpersonal relationships and social support as mediators between emotional intelligence and life satisfaction*. "Journal of Behavior, Health & Social Issues", 9, 1, 1-6; <https://doi.org/https://doi.org/10.1016/j.jbhsi.2017.08.001>
- Sabie, O. M., BRICARIU, R. M., PÎRVU, C., & Gatan, M. L., 2020: *THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND HUMAN RESOURCES EMPLOYEE PERFORMANCE: A CASE STUDY FOR ROMANIAN COMPANIES*. "Management Research & Practice", 12, 3, 45-59; <https://www.researchgate.net/publication/347952511>
- Salovey, P., & Mayer, J. D., 1990: *Emotional intelligence*. "Imagination, cognition and personality", 9, 3, 185-211; <https://doi.org/https://doi.org/10.2190%2FDUGG-P24E-52WK-6CDG>
- Schinckus, L., Avalosse, H., Van den Broucke, S., & Mikolajczak, M., 2018: *The role of trait emotional intelligence in diabetes self-management behaviors: The mediating effect of diabetes-related distress*. "Personality and Individual Differences", 131, 124-131; <https://doi.org/https://doi.org/10.1016/j.paid.2018.03.028>
- Shafait, Z., Khan, M. A., Sahibzada, U. F., Dacko-Pikiewicz, Z., & Popp, J., 2021: *An assessment of students' emotional intelligence, learning outcomes, and academic efficacy: A correlational study in higher education*. "Plos one", 16, 8, 1-21; <https://doi.org/https://doi.org/10.1371/journal.pone.0255428>
- Shafait, Z., Yuming, Z., & Sahibzada, U. F., 2021: *Emotional intelligence and conflict management: an execution of organisational learning, psychological empowerment and innovative work behaviour in Chinese higher education*. "Middle East Journal of Management", 8, 1, 1-22; <https://doi.org/https://dx.doi.org/10.1504/MEJM.2021.111988>
- Sun, H., Wang, S., Wang, W., Han, G., Liu, Z., Wu, Q., & Pang, X., 2021: *Correlation between emotional intelligence and negative emotions of front-line nurses during the COVID-19 epidemic: A cross-sectional study*. "Journal of Clinical Nursing", 30, 3-4, 385-396; <https://doi.org/https://doi.org/10.1111/jocn.15548>
- Tam, H.-l., Kwok, S. Y., Hui, A. N., Chan, D. K.-y., Leung, C., Leung, J., Lo, H., & Lai, S., 2021: *The significance of emotional intelligence to students' learning motivation and academic achievement: A study in Hong Kong with a Confucian*

- heritage*. "Children and Youth Services Review", 121, 105847; <https://doi.org/https://doi.org/10.1016/j.chilyouth.2020.105847>
- Thanaraaj, V., & Turkman, A., 2021: *A Response to Emotional Intelligence and Clinical Performance of Undergraduate Nursing Students During Obstetrics and Gynaecology Nursing Practice*. "Advances in Medical Education and Practice", 12, 1011-1012; <https://doi.org/https://doi.org/10.2147/AMEP.S337366>
- Trigueros, R., Aguilar-Parra, J. M., Cangas, A. J., Bermejo, R., Ferrandiz, C., & López-Liria, R., 2019: *Influence of emotional intelligence, motivation and resilience on academic performance and the adoption of healthy lifestyle habits among adolescents*. "International Journal of Environmental Research and Public Health", 16, 16, 1-12; <https://doi.org/https://doi.org/10.3390/ijerph16162810>
- Vila, S., Gilar-Corbí, R., & Pozo-Rico, T., 2021: *Effects of Student Training in Social Skills and Emotional Intelligence on the Behaviour and Coexistence of Adolescents in the 21st Century*. "International Journal of Environmental Research and Public Health", 18, 10, 1-20; <https://doi.org/https://doi.org/10.3390/ijerph18105498>
- Wijekoon, C. N., Amaratunge, H., de Silva, Y., Senanayake, S., Jayawardane, P., & Senarath, U., 2017: *Emotional intelligence and academic performance of medical undergraduates: a cross-sectional study in a selected university in Sri Lanka*. "BMC medical education", 17, 1, 1-11; <https://doi.org/https://doi.org/10.1186/s12909-017-1018-9>