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Construction and validation of the Emotional Intelligence Scale (EIS): A Comprehensive Study among Undergraduate Students

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Abstract

Emotional Intelligence is a critical factor influencing personal and professional success, particularly in educational and organizational settings. This study aimed to develop and validate a questionnaire to measure emotional intelligence, named the emotional intelligence scale (EIS). The EIS was based on Goleman's emotional intelligence framework encompassing four factors: self-awareness, self-management, social awareness, and relationship management. The preliminary draft of the questionnaire consisted of 50 statements on a five Likert scale. After ensuring content and face validity through expert review and removing items with CVR scores below 0.49, the scale was refined to 40 items. A pilot study with 30 participants identified ambiguities in some items, leading to the finalization of a 24-item scale. The finalized questionnaire was administered to a sample of 300 undergraduate students from 10 departments at KFUEIT, selected through multi-stage clustered sampling. Data were analyzed using smart PLS version 4 to establish the scale's reliability, validity and model fit. The results indicated that Cronbach's alpha value for self-awareness, self-management social awareness and relationship management were 0.945, 0.719, 0.813, and 0.822, respectively, all meeting the threshold of >0.7. Composite reliability values ranged from 0.811 to 0.957, and average variance extracted (AVE) values for three factors exceeded 0.5, ensuring construct validity. The Fornell-Larcker criterion values and Heterotrait-Monotrait ratios (HTMT) fell within acceptable limits, hence reinforcing discriminant validity. The variance inflation factor (VIF) measurements demonstrated an absence of multicollinearity concerns. The Emotional Intelligence Scale (EIS) had strong psychometric qualities, establishing it as a dependable and effective instrument for evaluating emotional intelligence in undergraduate students. The results endorse the application of EIS in academic and research environments to further investigate emotional intelligence and its ramifications.

Keywords:

Emotional Intelligence, Self-Efficacy, Self-Awareness, Self-Management, Social-Awareness, Relationship management

Introduction

Research demonstrates that emotional intelligence levels substantially impact individuals' achievement during their personal and professional life. Within academic and organizational context, emotional intelligence is increasingly recognized as a critical factor in fostering effective interpersonal relationships, decision-making, and overall performance. In Pakistan, the importance of EI is evident in various settings, including higher education institutions, where students often face challenges in managing emotions and building social connections. Despite its significance, there is a noticeable gap in the availability of culturally relevant tools to measure EI effectively. Scholar Daniel Goleman clarifies the concept of Emotional Intelligence through four dimensions: Leadership Competencies, encompassing Self-Awareness, Self-Management, Social Awareness, and Personnel & Team Management. While Goleman's scale is employed internationally, it may lack full applicability within the Pakistani cultural milieu and undergraduate educational environment. This notion supports the development of the Pakistan variant with regard to gender diversity and cultural sensitivity. This concept seeks to establish an EIS for undergraduate students. The justification for creating this scale is based on the need for its elements and guidelines to be comprehensible and pertinent to Pakistani learners, employing clear language and authentic contexts only. This study delineates the creation and validation of the EIS, emphasizing critical psychometric attributes and its suitability for evaluating emotional intelligence in undergraduate students.

Literature Review:

EI is widely regarded as a crucial factor in personal and professional success, particularly in educational settings where it significantly impacts interpersonal interactions, decision-making, and problem-solving abilities (Huntley, 2024). According to Goleman (1995), EI encompasses four primary dimensions: SA, SM, SCA, RM. These dimensions form the foundation for understanding and managing emotions effectively, both individually and in social contexts. In academic setting EI plays a vital role in fostering resilience, collaboration, and adaptability among students (Mayer et al., 2004). Research has demonstrated that emotional intelligence contributes significantly to academic performance, social cohesion, and stress management among students. Students with high EI are more likely to exhibit effective communication skills, empathetic interactions, and a strong ability to manage academic and personal challenges (Bar-On 2006). However, many existing tools for measuring EI were developed in western contexts and many not fully capture the cultural and contextual nuances of other regions, such as Pakistan. This gap highlights the need for culturally relevant instruments to assess emotional intelligence and diverse population.

Pakistan's education system strives to educate with few resources, managing a high student-to-teacher ratio, all within a multicultural context (Bugti, et al., 2024). The previously described causes need the formulation of measures to assess EI regionally, hence improving cultural sensitivity in alignment with the distinctive traits of each nation. Despite the comprehensiveness of Goleman's LCM framework, adaptations are essential when engaging with experts from diverse nations whose languages and cultures diverge from those of American employees (Shahzad & Mahmood, 2021). Moreover, personal affectivity, or emotional intelligence, is recognized as a crucial element among the competencies that facilitate an individual's growth and academic achievement (Matthews, Zeidner, & Roberts, 2009). A significant positive link was observed between emotional intelligence and academic success, as well as emotional well-being, among undergraduate students (Brackett et al., 2011). This study examines existing literature to substantiate the aforementioned traits and to develop two feasible measures of English language competency and emotional intelligence appropriate for the Pakistani undergraduate demographic (Ding, C et al., 2024). This research seeks to fill this void by developing and validating an EIS for undergraduate students, based on Goleman's four-factor model. This study aims to provide an innovative and reliable approach for recognizing and quantifying

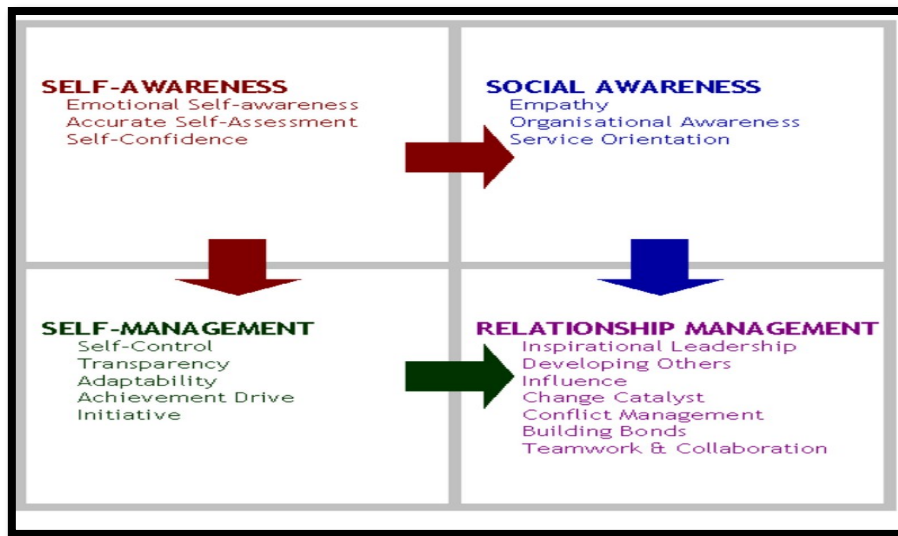
emotional intelligence through the use of culturally appropriate terminology and examples, so augmenting the existing body of knowledge on emotional intelligence and its significance in educational contexts.

Daniel Goleman, a distinguished psychologist, is largely recognized for his foundational contributions to the subject of emotional intelligence. Goleman's pioneering study revealed that EI plays a crucial role in personal and professional success, frequently exceeding the impact of cognitive intelligence in forecasting effective performance across diverse areas. His groundbreaking work created the notion of emotional intelligence as a collection of skills that empower individuals to recognize, comprehend, regulate, and control emotions in themselves and others (Sherine & Kavithamizh, 2024).

Goleman's Model of Emotional Intelligence is based on empirical research and his renowned book, "Why It Can Matter More Than IQ". This paradigm delineates emotional intelligence into specific and specialized components, grounded in the following core elements: Self-oriented emotional intelligence includes self-awareness and self-regulation abilities, whereas other-oriented EI include social awareness; together, both forms of emotional intelligence enhance relationship management (Sin, 2020). These components collectively enhance the approaches individuals employ to tackle sociometric issues, render judgments, and ultimately develop as personalities. Inadequacy in emotional intelligence Goleman's emotional intelligence framework distinguishes between self-regulation and the management of emotions toward others, as well as in the contexts of eating and working. Educational intrinsic aspects include personal mastery, which enhances the ability to manage and regulate stress amid varied pressures. These personality components include social awareness and relationship management, which allow an individual to sympathize with others and facilitate conflict resolution, so improving teamwork Sin, 2020).

In the context of education, emotional intelligence emerged as a crucial determinant of academic and interpersonal success among students. The capacity to manage emotions effectively not only influences individual performances but also contributes to the overall wellbeing of educational communities (Halimi et al., 2021). However, existing emotional intelligence scale often lack cultural relevance and fail to address the unique changes faced by diverse populations, particularly in regions such as Pakistan. This gap underscores the necessity of developing culturally Tailored tools to assess and enhance emotional intelligence in local context. While Goleman's theoretical framework offers robust foundation, it requires adaptation to align with the linguistic, cultural, and societal dynamics of the Pakistani education system. The emotional intelligence scale, developed in the study, seeks the bridge this gap by integrating contextual relevant examples and language, insuring its applicability to the unique needs of undergraduate student in Pakistan. By boxing on culturally nuanced constructs of emotional intelligence, this study AIIMS to provide a comprehensive understanding of its role in shaping the academic and social outcome of students. The findings of this research are expected to contribute significantly to the field of emotional intelligence by offering a validated tool that align with the cultural and educational context of Pakistan. These to note only facilitates the measurements of emotional intelligence but also serves as a foundation for interventions aimed at fostering emotional and social competence among students.

Figure 1: Goleman's EI model



<https://specialeducationnotes.co.in/Goleman.htm>

Goleman's emotional intelligence model outlines four interconnected dimensions self-awareness, self-management, social awareness, and relationship management. These dimensions serve as the foundation for understanding and improving emotional intelligence. Blue is a detailed explanation of each factor in the context of education specifically focusing on undergraduate student and their unique challenges (Newton, 2021).

Self-awareness is the ability to recognize and understand once own emotions, there triggers, and their impact on behavior and decision According to Goleman's individuals with high self-awareness can accurately assessed their strengths, limitations, and emotional States, enabling them to make informed decisions. In the contacts of undergraduate education, self-awareness place of critical role in students' academic and personal success. Students who are self-awareness can identify the emotions that hinder Orient their learning process, such as a dress during exams or excitement about new projects. This awareness enables them to develop strategies to manage these emotions effectively (Henry & Jonathan, 2024). For instance, student mind recognize that procrastination is linked to anxiety and address it by breaking task in to manageable steps. Moreover, self-awareness fosters self-confidence, a student who understand their strength are more likely to pursue opportunities aligned with their skills and interest. This competence not only in hands academic performance but also contributes are long term and professional growth (Castro & Shelton, (2024).

Self-management refers to the ability to regulate emotions, control impulsive regulation, citrus management, and maintaining positive Outlook despite challenges. Undergraduate students often face pressures related to academic workload, social relationships and career planning. Effective self-management allows them to stay calm under pressure and respond to constructively to set back, such as poor grades or conflicts with peers (TO, E). For example, a student who practices self-management might use mindfulness technique to reduce stress before exams or reframe negative feedback as an opportunity for improvement. Additionally, self-management in vital for setting and achieving goals. Students who can delay gratification, prioritizes task, and remain focus down their objectives are better equipped to navigate the demand of University life and beyond (Sangeetha, 2024).

Social awareness is the ability to empathize with others, understand social dynamics, and recognize the emotional cues of those around us. This dimension involves cultivating empathy, appreciating diversity, and understanding the broader social context of interactions. For undergraduate students, social awareness is essential for building meaningful relationships and

fostering a sense of belonging within the academic community. Empathetic students are more likely to collaborate effectively in group projects, support peers facing difficulties, and engage in inclusive practices that respect cultural and individual differences. Social awareness also extends to recognizing the emotional climate of an environment, such as the morale of a classroom or the dynamics of a student organization. Students who possess this skill can navigate social complexities, contributing positively to group settings and promoting a harmonious learning environment (Hussain, 2024).

Relationship management involves using emotional intelligence to develop and maintain healthy relationships. This dimension includes skills such as effective communication, conflict resolution, teamwork, and inspiring others (Sharma et al., 2024). In the context of education, strong relationship management skills enable students to collaborate with peers, professors, and mentors effectively. For example, a student who excels in this area might mediate conflicts during group work, ensuring that all members feel valued and heard. Similarly, they might build strong relationships with professors by seeking guidance, actively participating in discussions, and showing appreciation for constructive feedback. Furthermore, relationship management fosters leadership skills, as students learn to inspire and influence others through empathy and effective communication. These skills are particularly valuable in extracurricular activities, internships, and future professional roles, where teamwork and collaboration are often essential for success (Zamiri & Esmaeili, 2024).

Methodology

In the first step, an extensive literature review was conducted, followed by multiple focused group discussion with stakeholders, including EI experts and academic professionals. These discussions aimed to identify the expected dimensions of the EIS and guide the development of its items.

A preliminary questionnaire layout was designed, based on Goleman's framework, with details provided in Table 1 below:

Table 1: Factors and their Items

Sr.	Factors	Number of Items
1	Self- Awareness	12
2	Self-Management	15
3	Social Awareness	10
4	Relationship Management	13
5	Total	50

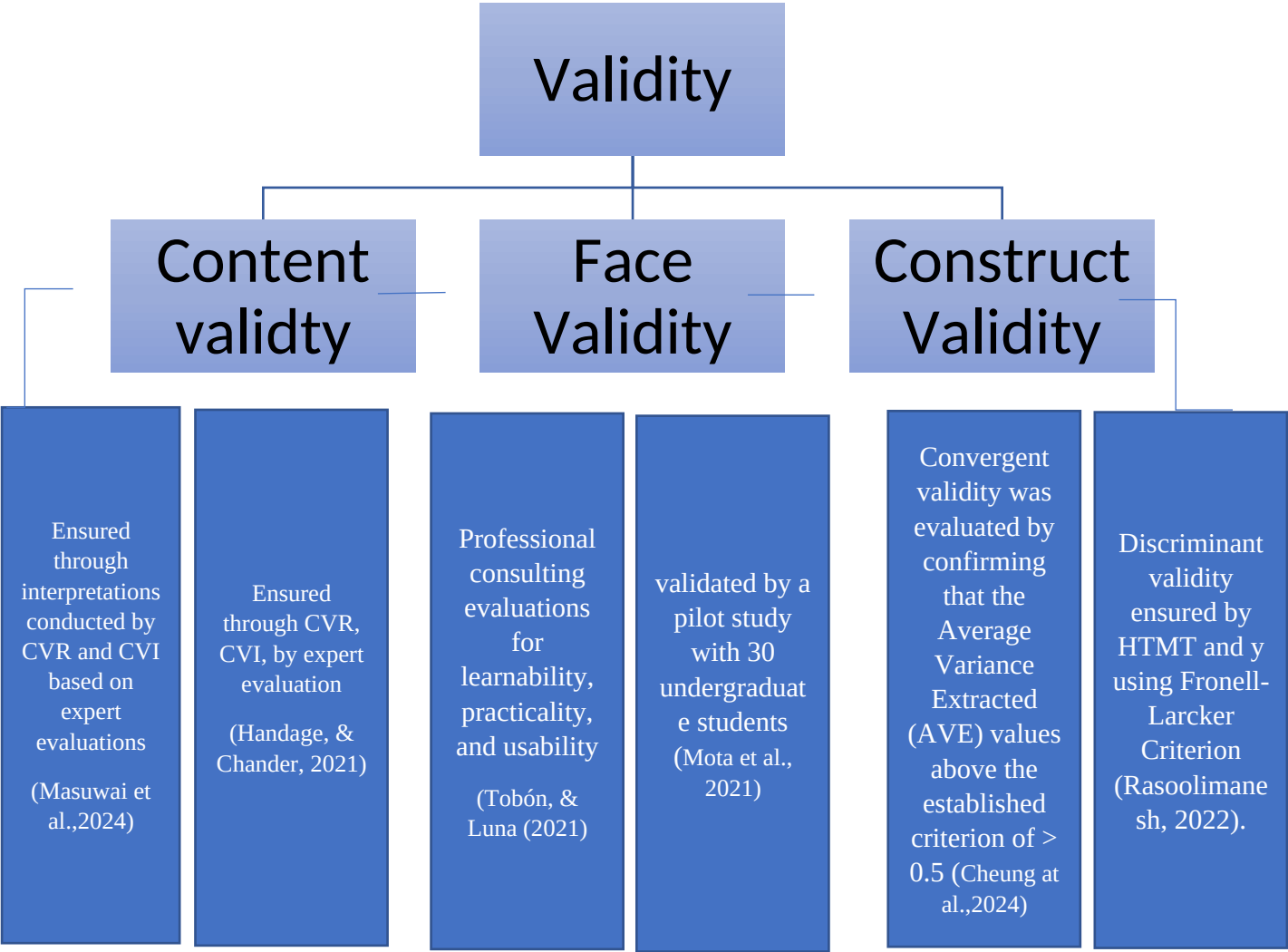
Thus, 50 items were developed and rigorously reviewed through discussions with colleagues, professors from the Department of Education, and experienced educators. Their expert input ensured that the items were clear, culturally relevant, and aligned with the study's objectives.

Validation of Emotional Intelligence's Questionnaire

An instrument is ineffective without validity, as it ensures the tool accurately measures what it is intended to assess (Clark & Watson, 2019). The validity of the Emotional Intelligence Scale was essential to confirm its suitability for evaluating emotional intelligence among undergraduate students. Face validity, which examines the instrument's readability, clarity, formatting, and relevance, was ensured through focused group discussions with emotional intelligence experts and academic professionals. This feedback facilitated refinements in language and structure, ensuring the questionnaire was culturally and contextually appropriate. Content validity, which reflects the extent to which the items represent the conceptual framework, was established through expert reviews and

alignment with Goleman’s dimensions of emotional intelligence. This process ensured the inclusion of relevant items across all four factors, making the EIS a valid and comprehensive tool.

Figure 2: Validity and its evidences



Various methods are employed to establish the validity of questionnaires. In this study, literature review and expert judgment were the basis for ensuring the content validity of the Emotional Intelligence Scale. According to Chaudire and Dwivedi, seeking feedback from diverse experts enhances the credibility of an instrument. The content validity of the EIS was ensured through the following steps: (a) conducting an extensive literature review to identify relevant constructs; (b) obtaining expert feedback on the items categorized as Essential or Not-essential; and (c) using a Google form shared with local and international emotional intelligence experts to assess language clarity, cultural relevance, and alignment with the factors.

Fifteen experts, including ten national and five international professionals, provided their evaluations. (d) The content validity ratio was calculated using MS Excel following Law she's (1975) threshold of 0.49 for fifteen experts. Items scoring below the threshold were excluded. Finally, (e) the remaining items were reviewed to ensure alignment with Goleman's emotional intelligence framework, reducing the scale from 50 items to 40.

Face validity was confirmed through expert feedback and pilot testing with 30 undergraduate students, leading to additional refinements. The finalized version of the EIS included 24 items, categorized under four factors. This validated instrument is now well-suited for assessing emotional intelligence among undergraduate students in the Pakistani context.

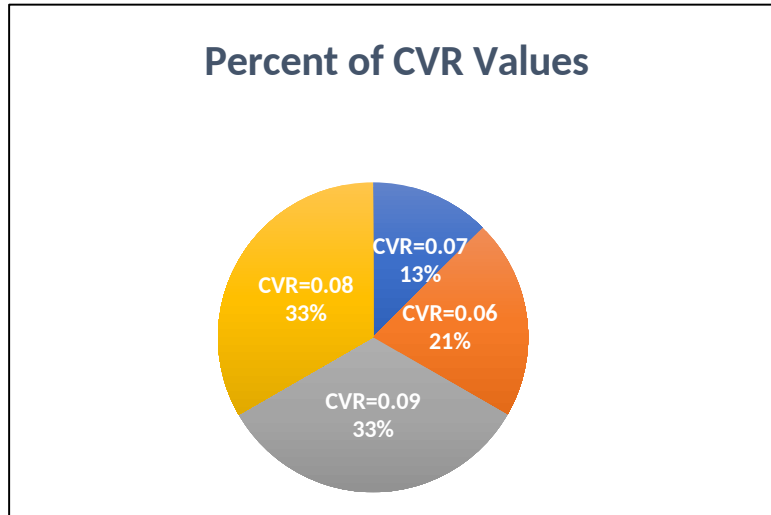
Table 2: Factors and Items

Item	Items	CVR	Status
SA1	I have clear idea about my characteristics.	0.07	Retained
SA2	I am well-known about my strengths.	0.06	Retained
SA3	I am well-known about my weaknesses.	0.09	Retained
SA4	My vision for my future goals is clear.	0.09	Retained
SA5	I know about my priorities.	0.09	Retained
SM1	I am great at staying dedicated to my tasks.	0.06	Retained
SM2	I know how to organize my activities.	0.06	Retained
SM3	I am good at time management for meeting deadlines.	0.08	Retained
SM4	I lose my temper when the things are not up to my desire.	0.06	Retained
SM5	I accept failures and losses with courage.	0.08	Retained
SM6	I manage unexpected situations.	0.09	Retained
SCA1	I am aware of current social issues affecting our education system.	0.08	Retained
SCA2	I believe that it is very essential to be knowledgeable about social issues.	0.07	Retained
SCA3	I've had discussions with friends and relatives regarding societal concerns.	0.08	Retained
SCA4	I am well aware of social issues through the media and other sources.	0.09	Retained
SCA5	I am responsible to resolve social problems around me.	0.08	Retained
RM1	I easily express my feelings to my siblings.	0.09	Retained
RM2	I give careful attention to my partner's concerns and thoughts.	0.09	Retained
RM3	I believe in communicating honestly with my closest friends.	0.08	Retained
RM4	I believe in communicating openly with my family.	0.08	Retained
RM5	I remain calm when conflict arises in my relationships.	0.08	Retained
RM6	I remain empathetic when conflict arises in my relationships.	0.07	Retained
RM7	I prefer to spend quality time with close individuals.	0.06	Retained
RM8	I am well aware how my behavior and action effect on others.	0.09	Retained

The CVR values of all the questionnaire items remained good, ranging from 0.6 to 0.9. The below-mentioned figure indicates that 21% of items possess CVR=0.6, 13% have CVR=0.7, 33%

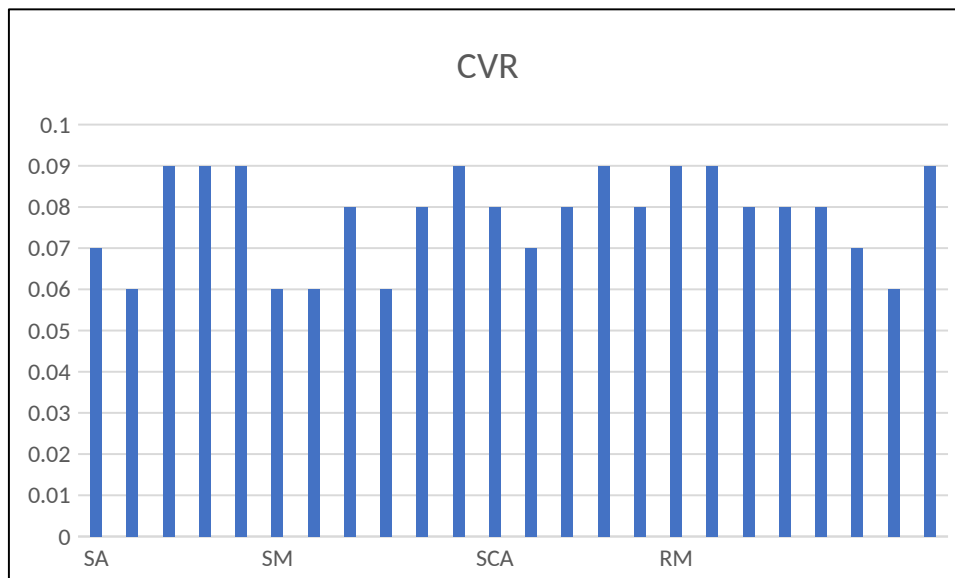
have 0.8 and 33% have CVR=0.9. This percentage shows that items were good in terms of content validity ratio.

Figure 3: CVR Values



The below mention figure 4 indicates that the CVR values remained satisfactory and were greater than the Lawshe cut value (0.49 for experts). In this way the emotional intelligence scale and face validity were ensured.

Figure 4: CVR



Pilot Testing of Emotional Intelligence Scale:

emphasized the use of SmartPLS for analyzing questionnaire data. Similarly, the emotional intelligence scale data was processed using SmartPLS version 4 to ensure model fit, validity, and reliability. For the pilot study, Khurram (2020) suggested that 10 to 13 respondents are necessary per questionnaire item. The EIS, consisting of 24 items, was distributed to undergraduate student of KFUIET, excluding the main study sample, through google forms and in person meetings.

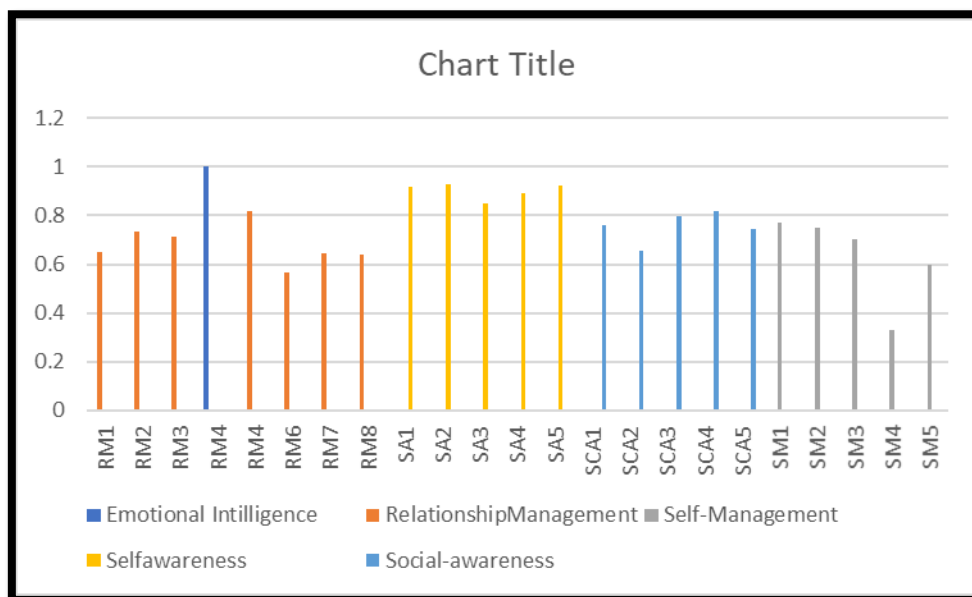
The response total received 300 and were processed using SmartPLS version 4. The analysis ensured the construct validity, discriminant validity, and reliability of the scale through factor analysis, confirming the instrument's suitability for further research.

Figure 5: Outer loading of Factors

Outer Loading (Factors)	Emotional Intelligence	RM	SM	SA	SCA
RM1		0.649			
RM2		0.734			
RM3		0.711			
RM4	1				
RM4		0.819			
RM6		0.568			
RM7		0.646			
RM8		0.639			
SA1				0.918	
SA2				0.928	
SA3				0.851	
SA4				0.893	
SA5				0.922	
SCA1					0.76
SCA2					0.653
SCA3					0.797
SCA4					0.82
SCA5					0.743
SM1			0.77		
SM2			0.748		
SM3			0.702		
SM4			0.33		
SM5			0.6		

The correlations between the items and their respective latent constructs were examined to ensure construct validity. It is recommended that each indicator should have a minimum outer loading value of 0.7 to confirm its substantial contribution to the construct. Items with loadings below this threshold were reviewed for potential reevaluation. Convergent validity was assessed by analyzing the factor loadings. The results indicated that most items exceeded the recommended threshold, demonstrating strong correlations between the items and their respective constructs. For instance, Self-Awareness items SA1 and SA2 showed high loadings of 0.918 and 0.928, respectively, while key items in Social Awareness, such as SCA4, also performed well with a loading of 0.82. The factor loadings validate the contribution of these items to the constructs, confirming the Emotional Intelligence Scale's reliability and construct validity for further analysis.

Figure 6: Correlation between Items



The emotional intelligence demonstrated strong reliability across of its factors. Self-awareness showed excellent internal consistency with Cronbach's alpha (CA) of 0.95 and composite reliability (CR) of 0.957. social awareness and relationship management also exhibit high reliability With CR

values of 0.870 and 0.859 respectively. Also, self-management displays slightly lower reliability (CA = 0.719), it remained within the acceptable threshold for psychometric evolution.

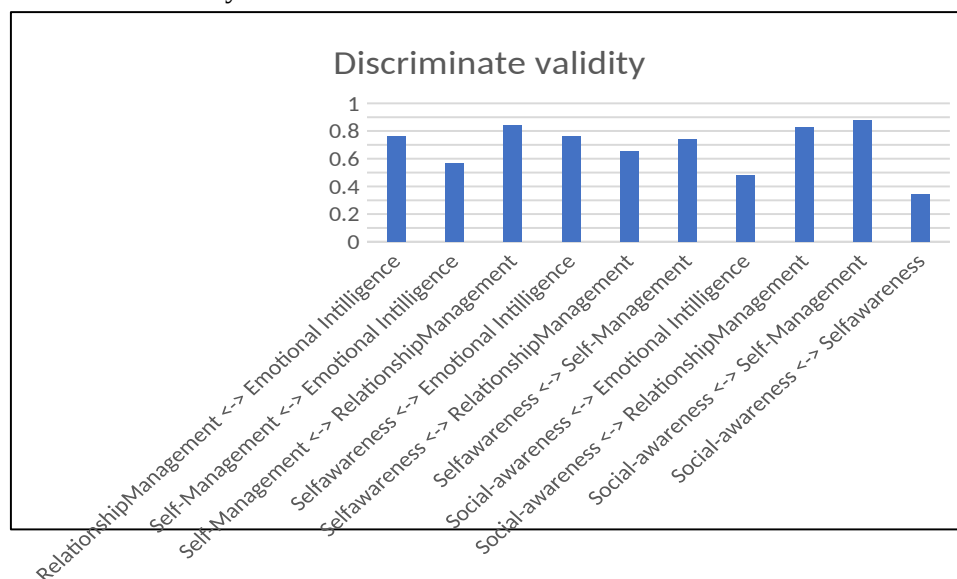
Table 3: Reliability

Factors	CA	CR (rho a)	CR (rho c)
Self-awareness	0.945	0.971	0.957
Self-Management	0.719	0.757	0.811
Social-awareness	0.813	0.829	0.870
Relationship Management	0.822	0.945	0.859

The HTMT ratio was utilized to valuate discriminant validity with threshold of 0.85 or 0.90 consider acceptable. Relationship management and emotional intelligence (0.764), self-management and emotional intelligence (0.567), and social awareness and emotional intelligence (0.482) demonstrated strong discriminant validity. Self-awareness exhibited moderate HTMT values with emotional intelligence (0.76) and self-management (0.742) while social weirdness and self-awareness had a low ratio (0.345) indicating independence. Overall the results confirm satisfactory discriminant validity for most constructs ensuring the reliability of the scale.

Overall, the HTMT values affirm the questionnaire's discriminant validity and strengthen the construct reliability.

Figure 7: Discriminant Validity



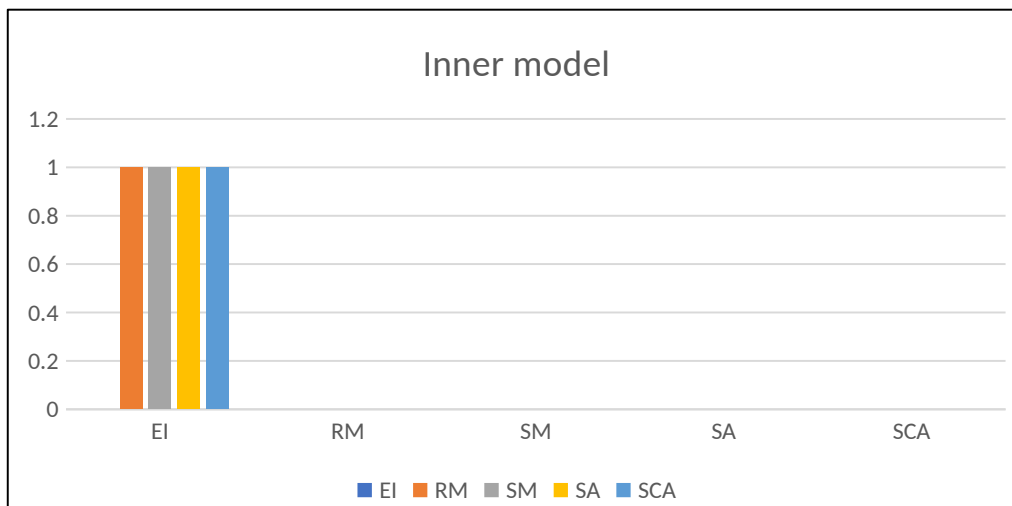
The inner model depicts the interconnections among the latent variables of EI RM, SM,SA,SCA. The diagonal numbers indicate the perfect correlation of each construct with itself, represented as 1. This illustrates the internal consistency and reliability of each element.

Table 4: Inner Model of EI and Factors

inner model	EI	RM	SM	SA	SCA
EI	1				
RM		1			
SM			1		
SA				1	
SCA					1

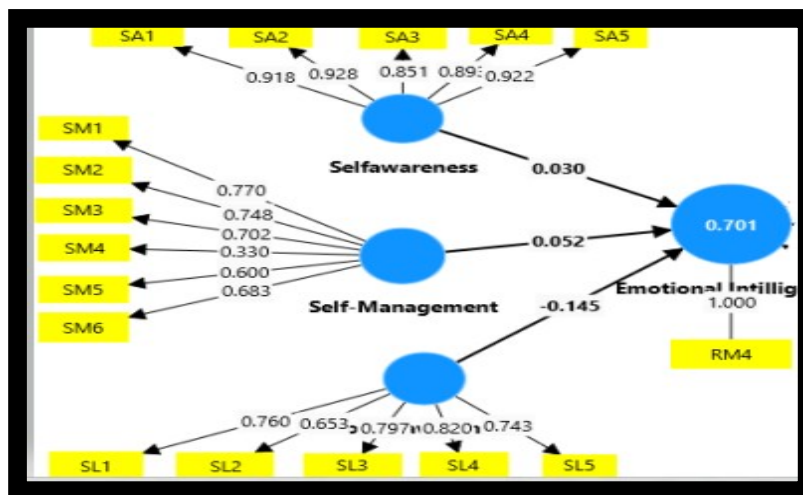
The uniformity of values across constructs underscores the structural integrity of the measuring model. These findings validate that the dimensions are clearly delineated and significantly enhance the overarching framework of EI. This consistency further confirms that the linkages among the constructs are sufficiently robust, hence reinforcing the model's sufficiency in encapsulating the underlying dimensions of EI.

Figure 8: Inner Model Illustration



Model test analysis shows the analysis conducted through this software.

Figure 9: Output of the construct Model



Conclusion:

EI plays a vital role in shaping individual's interpersonal and intrapersonal dimensions, connecting personal and professional success. The four distinct elements are self-awareness, self-regulation, social awareness, and relationship management, which contribute uniquely to an individual's emotional and social competence. This study sought to determine the interconnections among these dimensions of self- and other-directed emotional intelligence to validate the construct and its discriminant validity. The findings underscore the importance of preserving the discriminant validity of the dimensions while keeping their conceptual interconnection to improve emotional intelligence. The domains included self-awareness and social awareness; it was determined that while they operate independently, they are also interconnected in the overall development of emotional intelligence. The components related to relational skills demonstrated notable stability, highlighting

their substantial importance in professional and academic settings, similar to self-management features. Thus, in the educational context, emotional intelligence is essential for evaluating students' social skills, academic achievement, and academic attitude. Goleman's Emotional Intelligence Framework posits that augmenting students' self-awareness, self-regulation, social empathy, and relationship management skills can enhance their capacity for self-control. To foster Emotionally Intelligent Students, it is crucial to nurture desirable attributes such as empathy and problem-solving while mitigating unwanted ones such as a lack of emotional support or direction. This research offers a thorough and pragmatic framework for utilizing emotional intelligence in students, aiding educational institutions in creating nurturing settings. Integrating emotional intelligence training into educational systems enables schools, colleges, and universities to develop leaders, collaborators, and resilient students who can succeed academically and in other areas of life.

Limitations:

- The study focuses on four dimensions of EI, which may not capture the full complexity of EI.
- Future research could explore additional dimensions to enhance the framework. While the study validated the interconnections and discriminant validity of EI dimensions, it relies on self-reported measures, which are susceptible to social desirability.

Recommendations:

- Schools and universities should add EI programs to their curriculum. These can teach self-awareness, empathy and other EI dimensions through activities like group discussions and mindfulness.
- Develop EI framework that fit different cultural and institutional settings. This will make EI programs more effectively and widely applicable.

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