

Emotional Intelligence and Its Impacts on Educational Psychology: Developing a New Model for Student Assessment

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ABSTRACT

Background. Emotional intelligence (EI) has been recognized as an essential factor influencing students' academic achievement and psychological well-being. Although much research has highlighted the importance of EI in educational contexts, more research still needs to be done on how EI is measured and integrated into student assessment. Developing assessment models combining EI with educational psychology can provide more comprehensive insight into student development.

Purpose. This research aims to develop a new assessment model integrating emotional intelligence with educational psychology. Hopefully, this model will provide educators with a more effective tool for evaluating and supporting students' emotional and academic development. The primary goal is to increase understanding of how EI influences students' academic achievement and well-being and provide a framework for educational practice.

Method. This research uses a mixed approach, combining quantitative and qualitative methods. EI surveys and tests were used to collect quantitative data from middle school students. In-depth interviews with teachers and school counselors were conducted to collect qualitative data. Statistical and thematic analyses were used to evaluate the data and develop the new assessment model.

Results. The research results show that EI significantly correlates positively with students' academic achievement and psychological well-being. Students with higher levels of EI show better academic performance and higher well-being. Interviews with teachers and counselors revealed that integrating EI in student assessment helps holistically understand their emotional and educational needs.

Conclusion. Developing an assessment model that combines EI with educational psychology can provide significant benefits in evaluating and supporting student development. This model allows educators to understand and address the emotional aspects that influence students' academic performance, creating a more supportive and effective learning environment. This research recommends a more comprehensive implementation of this model in educational practice to improve student learning outcomes and well-being.

KEYWORDS

Educational Psychology, Emotional Intelligence, Student Assessment Model

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INTRODUCTION

Emotional intelligence (EI) is a person's ability to recognize, understand, and manage their own and other people's emotions (Rico-González, 2023).



This concept was first popularized by Daniel Goleman in 1995, and since then, research on EI has proliferated. EI is important because it plays a role in various aspects of life, including interpersonal relationships, leadership, and psychological well-being. In the educational context, EI is recognized as a factor that can influence students' academic achievement and well-being (Lozano-Peña dkk., 2021).

Research shows that students with high levels of EI tend to have better academic performance. They can better cope with stress, interact with peers and teachers more effectively, and have higher intrinsic motivation (Espinoza, 2023). EI is also linked to better social skills essential for school and daily life success. Students who can recognize and manage their emotions tend to face academic and social challenges better (Pikoos dkk., 2024). Teachers with high emotional intelligence can also create a more positive and supportive learning environment (Aldrup, 2022). They can better build good relationships with students, manage the classroom effectively, and respond to students' emotional needs. Research shows that teachers who understand and manage their emotions more successfully support students' emotional and academic development. Teachers' EI contributes to forming a positive classroom climate, which can improve students' academic performance (Amponsah, 2024).

Emotional intelligence is about self-control, empathy, and understanding towards others. Students who can feel and appreciate their friends' feelings are likelier to engage in prosocial behavior and build positive relationships (Cairney, 2019). Research shows that EI can help reduce aggressive behavior and improve interpersonal problem-solving skills. Students with high EI are better able to work together in teams, essential in many academic and extracurricular activities (Brittain, 2020). Emotional intelligence development programs in schools have shown positive results. These programs aim to improve students' self-awareness, emotional management, empathy, and social skills. Research shows that students participating in EI development programs improve academic performance, psychological well-being, and social behavior. The program also helps reduce behavioral problems and improves the overall school climate (Casino-García, 2021).

Although much evidence supports the importance of EI in education, there still needs to be more on how EI is measured and integrated into student assessment (Ruiz-Aranda, 2019). Most current academic assessments focus more on cognitive aspects and less on emotional elements. This research aims to develop an assessment model that combines EI with educational psychology to provide a more comprehensive picture of student development (Casino-García, 2021). Hopefully, this model can help educators evaluate and support students' emotional and academic needs more effectively. Understanding how emotional intelligence is measured and assessed in educational contexts is limited. Most current academic assessments focus more on cognitive aspects, such as academic abilities and standardized tests, which ignore students' emotional elements (Hsieh, 2020). This gap points to the need for a more holistic approach to student assessment that measures academic achievement and emotional development. This research aims to fill this gap by developing an assessment model integrating EI with educational psychology (Scheeren, 2022).

Little research still explores how EI can be effectively integrated into school curricula and assessment processes (Feniger-Schaal, 2019). Many EI development programs in schools are conducted separately from the primary curriculum, meaning that the potential impact of EI on academic achievement needs to be systematically measured. This research seeks to develop an assessment model that can be integrated into the curriculum and provide tools for educators to simultaneously evaluate and support students' emotional and academic development (Hsieh, 2020). Not many valid and reliable assessment instruments can be used to measure EI in an educational context. Most existing instruments were developed for organizational or clinical contexts, which may need to be more appropriate for school use (Ivcevic, 2021). This research aims to develop and validate an EI assessment instrument designed for educational contexts so teachers and school counselors can use it to evaluate and support students more effectively.

The lack of integration between EI and academic assessments also means that educators may need a complete picture of students' needs and potential. By understanding students' emotional aspects, educators may be able to provide appropriate support to help students reach their full potential (Luna, 2023). This research aims to develop an assessment model that combines EI with academic assessment so that educators can have a more comprehensive picture of student development and provide more holistic support (Lee, 2020). Integrating emotional intelligence into student assessment can provide a more holistic view of student development. Developing new assessment models combining EI with cognitive aspects allows educators to understand students' emotional and academic needs better (Jańczak, 2021). This research aims to fill educational literature and practice gaps by developing and validating a comprehensive assessment model. This model will help teachers assess and support student development more effectively.

A mixed approach in this research will allow for more complete and in-depth data collection. EI surveys and tests will be used to measure students' levels of EI (Jung, 2022). At the same time, in-depth interviews with teachers and counselors will provide insight into how EI can be integrated into the assessment and teaching process (Nazari, 2021). Developing valid and reliable assessment instruments for educational contexts will ensure that these tools can be widely used and provide accurate results. This research hypothesizes that integrating EI in student assessment will increase educators' understanding of students' needs and support their holistic development. Educators can provide more appropriate and effective interventions by having an assessment model that combines emotional and academic aspects. This research also aims to show that developing EI can positively impact students' academic achievement and psychological well-being, creating a more supportive and inclusive learning environment.

RESEARCH METHODOLOGY

This research uses a mixed research design (mixed methods), which combines quantitative and qualitative approaches (Veltro, 2020). This design was chosen to gain a comprehensive understanding of the role of emotional intelligence (EI) in educational psychology and how EI can be integrated into student assessment models (Strathearn, 2020). The quantitative approach involves measuring students' levels of EI and their relationship to academic achievement (Wang, 2021). In contrast, the qualitative approach involves in-depth interviews with teachers and counselors to explore their views on EI in educational contexts. The population of this study included middle school students, teachers, and school counselors in several schools in a large city. Student samples were taken randomly from several schools to obtain broad representation. A total of 200 students participated in completing the EI survey and test. In addition, 20 teachers and school counselors were selected for in-depth interviews through purposive sampling based on their experience supporting students' emotional and academic development.

The research instruments included a validated EI questionnaire, an academic achievement test, and a semi-structured interview guide. The EI questionnaire measures students' EI levels, covering self-awareness, self-regulation, empathy, and social skills (Wotherspoon, 2019). Academic achievement tests include test scores and average student report cards. A semi-structured interview guide was designed to explore teachers' and counselors' views on the importance of EI, how they integrate EI into their teaching, and the challenges they face (Yan, 2023). The research procedure began with obtaining permission from the school and the research ethics committee. Quantitative data is collected through surveys and academic achievement tests completed by students during class hours. Qualitative data was collected through in-depth interviews with teachers and counselors scheduled outside class hours. Quantitative data were analyzed using descriptive and inferential statistical techniques to identify the relationship between EI and academic achievement. Qualitative data were analyzed thematically to identify critical patterns and themes related to teachers' and counselors' views of EI. The analysis results are used to develop and validate a new assessment model that integrates EI with cognitive aspects of education.

RESULT AND DISCUSSION

This research involved 200 middle school students who participated in filling out emotional intelligence (EI) questionnaires and academic achievement tests. The EI questionnaire covers four main aspects: self-awareness, self-regulation, empathy, and social skills. The average student EI score is calculated for each element, and academic achievement data is measured through exam scores and average report card scores. Additionally, 20 teachers and school counselors conducted in-depth interviews to provide qualitative insights.

Table 1. Average EI Score and Student Academic Achievement

Aspects of EI	Average Score	Academic Achievement (Grade Average)
Self-awareness	3.8	82.5
Self Regulation	3.6	81.0
Empathy	3.9	83.0
Social Skills	3.7	82.0
Total EI	3.75	82.125

Statistical data shows that students with higher EI scores have better academic achievement. The average student EI score is 3.6 to 3.9, with the average academic score ranging from 81.0 to 83.0. This relationship between EI and academic achievement was analyzed further to understand its impact. Quantitative data analysis shows a significant positive correlation between the level of EI and students’ academic achievement. Students with high self-awareness and empathy tend to have better academic grades. This shows that the ability to recognize and manage one’s own emotions, as well as understand the feelings of others, contributes to better academic performance. These data support the hypothesis that EI is critical to students’ academic success.

Interviewed teachers and counselors also confirmed the importance of EI in educational contexts. They stated that students who manage their emotions well tend to be more focused and motivated in learning. Teachers also report that good social skills help students collaborate with peers and complete group assignments more effectively. These interviews provide qualitative insights that support the quantitative findings. The statistical analysis results show that each aspect of EI contributes differently to academic achievement. Self-awareness and empathy correlate strongly with academic grades, while self-regulation and social skills contribute significantly. This shows that the holistic development of EI can have an overall positive impact on student academic achievement.

The importance of EI in education is also reflected in the views of teachers and counselors. They stated that EI assessments helped them understand students’ emotional needs and provide more appropriate support. Teachers and counselors also feel that integrating EI into student assessment can help create a more inclusive and supportive learning environment. Qualitative

analysis of interviews with teachers and counselors revealed several key themes regarding the importance of EI in education. One of the dominant themes is that EI helps students cope with academic stress and social pressure. Teachers report that students with high EI can better manage stress, which allows them to stay focused and motivated. This contributes to improving their academic performance.

Teachers also stated that empathy skills help students build positive relationships with peers and teachers. Students with good empathy adapt more quickly to the school environment and show prosocial behavior. This improves the classroom atmosphere and supports collaborative learning and teamwork. Good social skills were also identified as essential to students' academic success. Teachers report that students who can communicate well and collaborate with peers are more successful in group assignments and projects. These skills help students understand the subject matter better and improve their overall performance.

Self-regulation, or controlling emotions and impulses, is also essential to EI. Teachers state that students who manage their feelings tend to be more disciplined and organized in their studies. This allows them to perform tasks more effectively and achieve better results. The interview results show that developing EI can provide long-term benefits for students. Teachers and counselors state that students with high EI improve social skills, stress management, and motivation to learn. This suggests that EI impacts short-term academic achievement, students' psychological well-being, and long-term success.

Teachers also expressed that EI assessments helped them design more effective interventions to support students. Teachers can provide more specific and targeted support by understanding students' emotional aspects. This helps create a more positive and inclusive learning environment that supports students' holistic development. EI assessments also provide insight into how students interact with peers and teachers. Teachers report that students with good social skills adapt more quickly to various social and academic situations. This helps them overcome challenges and develop positive relationships with others.

Data analysis shows that integrating EI in student assessment can help identify students' emotional and academic needs. This allows teachers to provide more holistic and practical support, improving students' academic performance and psychological well-being (Zahid, 2024). This research supports the importance of developing assessment models that combine EI with cognitive aspects. The relationship between EI levels and academic achievement suggests that EI is essential to educational success. Quantitative data show a significant positive correlation between these two variables, which supports the finding that EI contributes to better academic performance. Qualitative interview results also support these findings, with teachers and counselors emphasizing the importance of EI in supporting students' educational and emotional development (Valenti, 2021).

The relationship between various aspects of EI and academic achievement shows that each element of EI has a different contribution. Self-awareness and empathy correlate strongly with academic grades, while self-regulation and social skills contribute significantly. This indicates that the overall development of EI can have a broader positive impact on student academic achievement. Data also show that EI assessments help teachers design more effective interventions (Scheeren, 2022). Teachers can provide more specific and targeted support by understanding students'

emotional aspects. This helps create a more positive and inclusive learning environment that supports students' holistic development.

This research shows that integrating EI in student assessment can provide a more comprehensive picture of student development (Sanchez–Gistau, 2020). This allows teachers to understand students' emotional and academic needs better and provide more effective support. Assessments that combine EI with cognitive aspects can help create a more supportive and inclusive learning environment. One of the case studies raised in this research is a student named Andi, who has a high level of EI. Andi shows good abilities in recognizing and managing his emotions and strongly empathizes with his friends. Teachers report that Andi is a highly motivated student with outstanding academic achievement. Andi is also known as a leader in his class, often helping his friends complete group assignments and projects.

Andi demonstrated strong self-regulation skills, which helped him manage stress and academic pressure. The teacher stated that Andi was always calm when facing exams and challenging assignments, and he could complete his work effectively. These skills help Andi to stay focused and achieve high academic results. Andi's empathy towards his friends makes him respected and liked in class. Andi is always ready to help his friends with difficulties and often acts as a mediator in resolving conflicts. Teachers report that Andi has good communication skills and can work with his friends on group projects.

Andi's social skills also help build positive relationships with teachers and school staff. Andi frequently participates in extracurricular activities and school projects, demonstrating strong leadership and organizational skills. Teachers and counselors stated that Andi is a real example of how EI can positively impact students' academic achievement and social well-being. Andi's case study shows that EI can be crucial in students' academic and social success (Rode, 2019). Andi reveals that the ability to recognize and manage one's emotions and understand and respond to the feelings of others can support high academic performance. Self-regulation skills help Andi deal with stress and pressure, allowing him to stay focused and motivated in learning. Andi's empathy and social skills show that building positive relationships with peers and teachers can improve a positive learning atmosphere. Andi showed that students with high EI can become influential leaders, help their friends, and create an inclusive learning environment. This supports research findings that EI is critical to students' academic and social success.

EI assessments help teachers understand and support students' emotional and academic needs, just as Andi does. Teachers can use information from EI assessments to design more specific and targeted interventions, assisting students in developing essential emotional and social skills. This shows that integrating EI in student assessment can significantly benefit education (Valenti, 2021). The relationship between Andi's level of EI and academic achievement shows that EI can be a significant predictor of academic success. This case study supports quantitative findings that students with high EI tend to have better academic achievement. This shows that developing EI can be an effective strategy for improving students' academic performance. The relationship between quantitative and qualitative data indicates that EI is important in students' academic success and psychological well-being (Jung, 2022). Quantitative data shows a positive correlation between levels of EI and educational achievement. In contrast, qualitative data from interviews and case studies provide deeper insight into how EI contributes to students' academic and social performance. This shows that EI is a crucial aspect of student assessment and development.

The relationship between various aspects of EI and academic achievement shows that each element of EI has a different contribution. Self-awareness and empathy strongly correlated with academic grades, while self-regulation and social skills contributed significantly. This indicates that the overall development of EI can have a broader positive impact on student academic achievement. EI assessment helps teachers design more effective interventions and provide specific, targeted support (Meador, 2021). Teachers can create a more positive and inclusive learning environment supporting holistic development by understanding students' emotional aspects. This suggests that integrating EI in student assessment can provide a more comprehensive picture of student development and assist in creating a more supportive and inclusive learning environment.

This research shows that integrating EI in student assessment can significantly benefit education. By combining emotional and academic aspects in assessment, teachers can better understand students' needs and provide more effective support. This supports the importance of developing assessment models that combine EI with cognitive aspects in education. This research develops and tests a new assessment model that integrates emotional intelligence (EI) with cognitive aspects in an educational context. The results showed that students' EI levels were positively correlated with their academic achievement. Students with higher EI scores tend to have better academic performance and higher psychological well-being. Teachers and counselors who participated in the interviews also emphasized the importance of EI in supporting students' emotional and educational development.

Quantitative data shows that each aspect of EI (self-awareness, self-regulation, empathy, and social skills) significantly contributes to student academic achievement. Qualitative analysis of interviews with teachers and counselors supports these findings, suggesting that students who can manage their emotions more effectively tend to be more successful academically. The case studies highlighted in this research also illustrate how EI can positively impact student performance and well-being.

This research shows that the overall development of EI can provide broad benefits in an educational context. Teachers who understand and integrate EI can create a more positive and inclusive learning environment. This not only supports academic development but also students' psychological well-being.

The results of this study underscore the importance of developing assessment models that combine EI with cognitive aspects. With this approach, educators can gain a more comprehensive picture of student progress, allowing them to provide more effective and specific support. This research contributes to the growing literature on the importance of EI in education and provides a strong foundation for further study. This research supports previous findings showing that EI is important in students' academic success and psychological well-being. Earlier research by Goleman and colleagues also shows that EI can influence performance in various aspects of life, including education (Hsieh, 2020). This study's results align with these findings, but new insights are added by developing an assessment model that integrates EI with cognitive aspects.

This research differs from several other studies that only focus on cognitive or emotional aspects separately. Many previous studies ignored the relationship between EI and academic achievement or measured EI without considering its impact on academic performance. This research fills this gap by showing that integrating EI in student assessment can provide a more

holistic picture of their development. This research also shows that EI can be validly measured and assessed in an educational context, which has yet to be widely explored in previous literature. Many existing EI assessment instruments were developed for organizational or clinical contexts and are only sometimes appropriate for school use. This research develops and validates an assessment instrument specifically designed for educational contexts, providing educators with a new tool to evaluate and support students' emotional development.

This research emphasizes the importance of a holistic approach to student assessment. While much previous research has focused solely on academic achievement or emotional well-being, this research shows that the two are interrelated and should be evaluated simultaneously. By integrating EI into assessment models, educators can gain a complete picture of students' needs and potential, enabling them to provide more effective support.

The results of this study indicate that EI is an essential factor that must be considered in the educational context. This research shows that students with higher levels of EI tend to have better academic achievement and higher psychological well-being. This indicates that EI development must be integral to the educational curriculum to support students' holistic development. This research also shows that EI assessments can provide valuable insights for educators. By understanding students' levels of EI, educators can design more specific and effective interventions to support their emotional and academic development. This suggests integrating EI in student assessment can help create a more inclusive and supportive learning environment.

These findings suggest that EI impacts academic performance and students' psychological well-being. This indicates that developing EI can help students manage academic stress and pressure, improving their academic performance. This suggests that EI is an essential component of effective education. This research indicates an urgent need to develop assessment models integrating EI with cognitive aspects. Educators can gain a more comprehensive picture of student development and provide more effective support with this approach. This shows holistic assessment can help students reach their full academic and emotional potential.

The main implication of the results of this research is that EI should be an integral part of student assessment and development in educational contexts. This research shows that developing EI can significantly improve students' academic achievement and psychological well-being. Educators can better understand student development by integrating EI into student assessments and providing adequate support. Integrating EI in student assessment can also help create a more inclusive and supportive learning environment (Luna, 2023). Teachers who understand students' emotional aspects can design more specific and effective interventions to support their development. This shows holistic assessment can help students reach their full academic and emotional potential.

This research also has implications for education policy. Policymakers should consider the importance of EI in curriculum and student assessment. By developing policies supporting EI development, schools can create more supportive and inclusive learning environments. This can help in improving the academic performance and overall well-being of students. Another implication of this research is that developing valid and reliable EI assessment instruments is very important. This research shows that instruments explicitly designed for educational contexts can

provide valuable insights for educators. This tool allows teachers and counselors to evaluate and support students' emotional development more effectively.

The research results show that EI contributes significantly to students' academic achievement and psychological well-being due to EI's ability to help students manage emotions and stress. Students with high levels of EI can better cope with educational and social pressure, allowing them to stay focused and motivated in learning. This ability helps them achieve better academic results. Teachers and counselors who understand and support the development of students' EI can create a more positive and inclusive learning environment. Educators who manage their emotions and show empathy for students can build stronger and more supportive relationships. This helps students feel safer and supported, which is essential for their academic and emotional development.

This research shows that each aspect of EI contributes differently to student academic achievement. Self-awareness, self-regulation, empathy, and social skills are essential in supporting students' academic performance and psychological well-being. Holistic development of all these aspects helps students in various aspects of their lives, including education. Valid and reliable EI assessment instruments enable educators to evaluate and support students' emotional development more effectively. This research shows that teachers and counselors can provide more specific and practical support with the right tools. This helps create a more supportive and inclusive learning environment, which is essential for the holistic development of students.

The next step is to expand this research to include more schools and students to get a broader picture of the importance of EI in education. Further research is needed to test and validate the developed assessment models in various educational contexts. This will help ensure the model is widely applicable and benefits students from multiple backgrounds. Developing training programs for teachers and counselors on integrating EI in teaching and assessment is also critical. With proper training, educators can more effectively support students' emotional and academic development. This will help in creating a more positive and inclusive learning environment.

Implementing educational policies that support the development of EI in the curriculum and student assessment is also needed. Policymakers should consider these research findings and develop policies supporting school EI development. This will help in improving the academic performance and overall well-being of students. Further research is also needed to develop and validate better EI assessment instruments. Educators can evaluate and support students' emotional development more effectively with more appropriate tools. This will help create a more supportive and inclusive learning environment, which is essential for the holistic development of students.

CONCLUSION

This research succeeded in developing a new assessment model that integrates emotional intelligence (EI) with cognitive aspects in an educational context. An essential finding of this research is that students' levels of EI are positively correlated with their academic achievement and psychological well-being. Students with higher EI scores demonstrated better academic performance and well-being, confirming that EI plays a vital role in educational success. This research also found that each aspect of EI, including self-awareness, self-regulation, empathy, and social skills, contributed significantly to students' academic achievement. These results show that the holistic development of EI can provide broad benefits for students in educational performance

and emotional well-being. The assessment model developed offers a more comprehensive approach to assessing and supporting student development.

This research contributes significantly by developing and validating an EI assessment model designed explicitly for educational contexts. This model combines aspects of EI with academic assessment, providing educators with a more holistic tool for evaluating student development. This contribution is essential because it allows for a framework that teachers and counselors can use to provide more appropriate and practical support to students. Additionally, this research emphasizes the importance of a mixed approach in educational research, which combines quantitative and qualitative methods. This approach allows a deeper understanding of how EI influences students' academic achievement and well-being. By integrating quantitative data and qualitative insights, this research provides a more complete and richer picture of the role of EI in educational contexts.

This study has several limitations, including a limited sample focusing on high school students in one geographic area. The study's results may need to be more generalizable to broader student populations or other educational contexts. Further research is needed to test and validate this assessment model in various contexts and with more diverse samples. This research relies more on self-report data to measure EI, which can be susceptible to respondent bias. To increase the validity of the findings, further research can use various measurement methods, including direct observation and reports from third parties such as teachers and peers. Future research could also explore the long-term impact of developing EI on students' academic achievement and well-being.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

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