

**ORGANISATION OF EMOTIONAL INTELLIGENCE DEVELOPMENT  
PROGRAMME IN THE EDUCATIONAL PROCESS AND PROFESSIONAL  
ACTIVITIES IN STEM FIELDS**Nazrin Asadova<sup>1,2\*</sup> <sup>1</sup> Baku State University, Baku, Azerbaijan<sup>2</sup> Academy of the State Security Service of the Republic of Azerbaijan named after Heydar Aliyev, Baku, AzerbaijanCorresponding author email: [asadovanazrin35@gmail.com](mailto:asadovanazrin35@gmail.com)**Article Info**

Received: Dec 27, 2024

Revised: Mar 14, 2025

Accepted: May 03, 2025

OnlineVersion: Jun 06, 2025

**Abstract**

Emotional intelligence plays a critical role in enhancing academic performance and professional success, particularly within STEM education and careers, by improving skills important for these fields. The purpose of the study is to determine the impact of the author's programme on the development of emotional intelligence in students and employees of professional institutions. The research methodology included an experiment involving assessing emotional intelligence and 200 participants from two universities (Baku State University and Azerbaijan State University of Oil and Industry) and two organisations (Baku Youth Centre and ASAN Service). The results showed that the experimental group under the innovative programme significantly improved emotional competence metrics compared to the control group. The participants of the experimental group demonstrated better emotional management skills, increased empathy and more effective interaction in a professional environment. Participants in the programme also increased their capacity for self-reflection and awareness of emotional processes. The analysis of the programme revealed its effectiveness and opportunities for further use in educational and professional activities. The study also highlighted the need for further training and programmes to support the development of emotional competence in educational and professional institutions. A prominent result of the study was the recommendation to implement similar programmes to improve emotional competence in educational and professional environments, as they contribute not only to personal growth but also to the overall performance of participants. In order to improve academic and professional outcomes, this study takes a unique approach to fostering emotional intelligence in STEM education and professional settings.

**Keywords:** Communication, Emotion Management, Interpersonal Relations, Interaction, Personal Growth, Self-Reflection



© 2025 by the author(s)

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

---

## INTRODUCTION

Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. It is becoming increasingly relevant in the modern world, as it significantly affects the effectiveness of interaction in various areas of life. Modern research confirms that emotional intelligence is a key success factor not only in personal but also in professional development. In the business environment, a high level of emotional competence allows managers to better understand their employees, build productive teams and effectively resolve conflicts (Anugradia et al., 2024; Todorova & Kostadinova, 2024; Rachmanto & Akande, 2024). Companies that support the development of emotional intelligence in their employees see an increase in productivity, a better working atmosphere and a reduction in staff turnover (Tyukhtenko et al., 2024; Zakiyah). In education, emotional intelligence is particularly relevant as it helps to create a favourable learning environment. Students with a high level of emotional competence are better able to adapt to change, work more effectively in groups, and demonstrate better academic results (Yuriychuk & Dadak, 2024). Incorporating emotional intelligence into the curriculum helps to build students' emotional management skills, which are critical to their future success (Yuan et al., 2025). Emotional intelligence is also essential in the healthcare sector, as healthcare professionals with emotional competence are better able to understand patients' needs, provide support and establish trusting relationships (Habibi et al., 2024; Halimah et al., 2024; Shaban et al., 2025; Sadeghi et al., 2025). Developing emotional intelligence in all these areas is essential for improving the quality of interactions, increasing satisfaction, and achieving personal and professional goals.

The study of various programmes and methods for developing emotional intelligence is an integral part of the process of improving education and professional training (Yohanie et al., 2023; Mardiaty et al., 2024; Miharja et al., 2024; Vakulyk, 2025). Constant analysis and adaptation of these programs was used to investigate new scientific data, changes in society and the specifics of modern requirements for emotional competence. As emotional intelligence becomes increasingly important in all areas, from education to business to healthcare, it is necessary to regularly assess its level to ensure optimal results. Such studies help to identify which techniques are most conducive to the development of emotional intelligence and how they can be adapted to the specific needs of different groups. In addition, ongoing evaluation was used to address individual characteristics of programme participants, making training more personalised and effective. As a result, regular monitoring and improvement of emotional intelligence development methods helps to achieve better results, increase overall productivity and create a favourable environment for personal growth.

Numerous scientists actively participated in the study of emotional intelligence, including F. Britwum et al. (2024) who emphasised that the development of emotional intelligence is important for both personal and professional success. N. Alghamdi et al. (2024) analysed one of the models of emotional intelligence, which included four main abilities: perceiving emotions, interpreting emotions, managing emotions, and using emotions to solve problems. They defined emotional intelligence as a cognitive ability that can be developed through education and training. Emotional awareness involves the ability to analyse emotional states, identify their causes and predict their consequences, while emotional management is the ability to effectively regulate one's emotions and influence the emotions of others (Sari et al., 2023; Firmansyah et al., 2024; Efremov, 2025; Laksono et al., 2024).

D. Hass and M. Brackett (2024) highlighted that emotional intelligence affects not only personal life but also effective professional performance, which is especially important for leaders and managers. The scientists analysed the main aspects of emotional intelligence, namely interpersonal skills (communication, empathy), stress resistance (ability to withstand pressure and stress), adaptability (flexibility in problem-solving), and general emotional awareness (ability to self-knowledge and personal emotion awareness). M. Zhylin et al. (2024) studied the relationship between emotional intelligence and motivation to learn. They emphasised that the development of emotional resilience and positive motivation can significantly improve the academic performance of higher education students. These researchers emphasised that students with a high level of emotional intelligence were better able to persevere in achieving their goals and cope with academic difficulties more easily. T. Le and T. Pham (2024) addressed emotional intelligence as a key element in education systems, especially for teachers. They emphasised that teachers with a high level of emotional intelligence organise the learning process better, understand students better and can motivate them to learn independently, which increases the overall level of learning effectiveness. H. Standage et al. (2024) investigated the impact of

emotional intelligence on professional performance in the medical field. These findings indicated that doctors with high emotional intelligence interact better with patients and have higher levels of job satisfaction.

The importance of emotional intelligence in leadership and management was studied by K. Nwosu et al. (2022). They emphasised that leaders with developed emotional intelligence better manage teams, make more balanced decisions, and resolve conflicts more effectively. In addition, they emphasised the importance of emotional flexibility in these activities. The ability to manage emotions allows professionals to maintain productivity even in stressful situations and contributes to long-term success (Murtezaj et al., 2024; Qiu et al., 2024; Castro, 2025; Galdonez, 2025). This idea was supported by V. Asgarova et al. (2024), who considered emotional intelligence as an important tool for building effective teams. They argued that teams with high emotional competence demonstrate better results and greater cohesion.

Despite the numerous developments in the field of emotional intelligence, several aspects have not yet been fully considered. The focus predominantly was on the effect of emotional intelligence in general educational and business settings, with limited attention given to its specific application in STEM fields. The impact of emotional intelligence on management in the context of hybrid or remote work, which is becoming increasingly important in the modern world, remains insufficiently studied. In particular, the impact of emotional intelligence on the long-term sustainability of a company in the face of economic instability. This study offers insights into how developing emotional intelligence can greatly enhance professionals' work performance and students' academic success, making it extremely relevant for both educational and professional situations. The study emphasises the significance of emotional competences including self-regulation, empathy, and interpersonal skills by concentrating on STEM education and careers. The results imply that including emotional intelligence training in professional development courses and academic curriculum might improve teamwork, lower stress levels, and boost productivity in general, which is advantageous for both people and businesses.

The study aims to assess the influence of the author's program on the enhancement of emotional intelligence in professional institution staff and students. To achieve this goal, three main objectives were: 1). To analyse existing emotional intelligence development programmes in educational and professional institutions to determine their effectiveness; 2). To develop and implement an experimental programme aimed at improving the emotional competence of participants; 3). To employ both quantitative and qualitative methods to evaluate the effectiveness of the programme, including pre-and post-implementation data collection and interviews with participants.

## RESEARCH METHOD

This research employs a mixed-methods approach, combining both quantitative assessments (via standardised emotional intelligence tests) and qualitative data (through participant interviews) to evaluate the effectiveness of an emotional intelligence development program in STEM education and professional environments. The study included two groups, namely an experimental and a control group, and a total of 200 participants. The study utilised a convenience sampling technique, as participants were selected from two universities and two organisations. This sampling method was based on the availability and accessibility of participants from these specific institutions, allowing for the inclusion of a diverse group of students and professionals in the study. The universities were represented by 100 students: 50 from Baku State University and another 50 from the Azerbaijan State University of Oil and Industry. Each group consisted of 50 students, including 30 women and 20 men, aged 19 to 22. The organisations that support education projects included 100 employees. Each group consisted of 50 people, including 35 women and 15 men, aged 25 to 45. The experimental group included 50 participants from universities and 50 from organisations, and the control group included the same number.

The theoretical part of the study identified the main aspects of the concept of “emotional intelligence” in the educational process and professional activity. The current emotional intelligence development programmes in the leading countries are: the USA – Six Seconds programme, the UK – Social and Emotional Learning, Canada – MindUP, Germany – Emotional Intelligence Academy (SEL Resources, 2024). The empirical part of the study to test the programme for the development of emotional intelligence in the educational process and professional activity was conducted at two universities (Baku State University and Azerbaijan State University of Oil and Industry) and two organisations (Baku Youth Centre and ASAN Service). For this purpose, three ready-made methods

were used, namely Bar-On's Emotional Intelligence Scale (Bar-On, 2006), N. Hall's Emotional Intelligence Test (Hall Emotional Intelligence Test, 2025), and Meyer-Selovey-Caruso's Emotional Intelligence Test (MSCEIT) (Mayer et al., 2002).

The quantitative data was gathered through these tests and interviews with the participants. In particular, the Bar-On methodology was used to determine how effectively a person can comprehend emotions, manage them and interact with others. The N. Hall Emotional Intelligence Test was used to determine personal emotion management and comprehension of the emotions of others. It consists of several subscales that assess various aspects of emotional competence, including self-awareness, self-regulation, empathy, motivation, and social skills. N. Hall's test was designed to determine the level of success of human emotions in achieving goals and improving communication. This methodology assessed emotional intelligence through four key abilities: perception of emotions, use of emotions for thinking, understanding and management of emotions. The test consisted of several tasks, such as identifying emotions on faces or in situations, as well as tests of decision-making in emotionally charged situations. MSCEIT addresses how people process emotions and use them to solve problems and make decisions. Each of these techniques provided a deep understanding of various aspects of emotional intelligence, which was used to assess both individual and group performance. Next, interviews were conducted with students at Baku State University to obtain detailed information about changes in their emotional competence and communication skills. The questions were as follows: 1). How would you rate your level of emotional competence at the beginning of your studies at Baku State University and the moment?; 2). What techniques or methods do you use to manage your emotions in stressful situations?; 3). Have you noticed any changes in your ability to recognise other people's emotions? If so, which ones?; 4). How did your ability to interact effectively with others change during your studies? What factors influenced this?; 5). How do you assess the development of your communication skills (verbal and non-verbal) during your studies?; 6). Do you have any examples of situations where improved emotional competence or communication skills helped you achieve better results in your studies or personal life?.

For six months, university students and employees from the experimental group participated in the programme. The programme included training on emotional self-regulation, empathy workshops, and integrative classes on emotional management. The training was designed to teach participants about emotion recognition, management and stress reduction in difficult situations. During the workshops, participants learnt the principles of empathy and the ability to put themselves in the shoes of others, which improved teamwork and reduced interpersonal conflicts. The program included practical exercises to improve skills in interacting with others, effective communication and cooperation in emotionally charged situations. The control group continued to study and work according to standardised methods. A comparison of the test results before and after the programme was implemented and was used to assess its effectiveness.

To assess the efficacy of the program for developing emotional intelligence, data analysis was done using both statistical and thematic methods. The experimental and control groups' pre- and post-program scores were compared using statistical methods, such as paired sample t-tests, to analyse the quantitative data from the tests. Specifically, it was applied to determine whether the improvements observed in the experimental group were statistically significant, ensuring that any changes in emotional intelligence were attributable to the program rather than random variation. Additionally, descriptive statistics, including mean scores and standard deviations, were calculated for each group to provide a clear understanding of the overall trends and variations in emotional intelligence development. To find reoccurring patterns and insights about the program's impact, the qualitative data from participant interviews was transcribed and subjected to thematic analysis. To supplement the quantitative results, themes like stronger interpersonal interactions, stress management, and communication were retrieved.

## RESULTS AND DISCUSSION

### *Theoretical foundations of the concept of "emotional intelligence"*

Emotional intelligence is becoming increasingly essential in modern society, especially in the context of rapid social and technological change. Following, C. Merino-Soto et al. (2024), emotional intelligence includes the ability to identify, understand and manage emotions, which contributes to personal development and effectiveness in interpersonal interactions. In this study, emotional intelligence is defined as a tool that helps students better understand personal emotions, improve interpersonal skills and stimulate professional growth. The development of emotional intelligence can

improve emotion comprehension, control, and effectiveness of social and professional interactions. Emotional intelligence is a critical success factor for 90% of the most successful leaders, and it is responsible for 58% of workplace performance. A 1% increase in emotional intelligence can lead to a 10% increase in productivity. This highlights the critical role of developing emotional intelligence for effective functioning in both professional and personal life. Emotional intelligence is a component of both the educational process and professional activity, as it covers a set of skills that allow a person to effectively understand, manage and express their emotions, as well as interact with others on an emotional level (Acquah et al., 2025; Sari & Oransa, 2025; Tep et al., 2025; Yekinni & Ogbuanya, 2025).

In the context of learning, self-awareness helps students to be aware of their emotions and better adapt to stress, which is especially important during exams or new assignments. This aspect contributes to the formation of more resilient and confident individuals. In a professional context, this element is transformed into leadership qualities, which allows managers to better understand and motivate their employees, creating a favourable working environment (Moroz, 2023; Van Dong, 2024; Doranggi & Rizka, 2025; Mabeza et al., 2025; Em et al., 2025). Moreover, emotional intelligence is essential for effective leadership and decision-making amid crises, as it helps to sustain emotional balance, make rational decisions under duress, and empathise with the colleagues (Vatamaniuk & Dutkevych, 2024; Sopiatur et al., 2024; Feriati et al., 2025). In hierarchical systems, high level of emotional intelligence allows for the effective management of power dynamics by comprehending employees' emotional states and offering requisite assistance, cultivating a happy work atmosphere even under difficulties (Ismayilov et al., 2021; Kurniawati et al., 2024; Mokoginta et al., 2024; Susana & Nwanya, 2024). This emotional awareness enhances collaboration, mitigates conflict, and fortifies team bonding, ultimately resulting in improved organisational outcomes during crises or periods of instability.

Self-regulation is relevant in both learning and professional activities (Spytska, 2023). In the learning environment, it helps students control their emotions, reducing anxiety and maintaining motivation. In a professional environment, self-regulation is manifested through stress management, which can be used to maintain productivity even in difficult conditions and reduce the risk of burnout. Motivation is a key element of emotional intelligence in the learning process, as it helps to maintain interest in learning, even when students face difficulties (Miezah et al., 2025; Rudenko, 2025). At the same time, it is important to develop effective communication in professional activities, which allows professionals to better perceive verbal and non-verbal signals, improving interaction with colleagues and clients. Empathy is an important aspect for both students and professionals (Agustiawan & Karti, 2024; Efremov, 2024; Dudar, 2024). In the educational process, it promotes better interaction between participants in the educational process, helping to build positive relationships (Vladymyrova & Morhun, 2023; Ramadhanti et al., 2023; Marito et al., 2024). In a professional environment, developed empathy contributes to adaptability – the ability to respond quickly to changes and maintain emotional balance. Social skills are universal for both fields. They allow students to work effectively in groups, resolve conflicts and maintain a harmonious learning process (Putra et al., 2023; Abrianto et al., 2024; Trisahid et al., 2024; Dewi et al., 2025). In professional life, these skills contribute to more productive interaction between colleagues and the formation of successful teams.

Emotional intelligence is a key component that has a significant impact on various areas of life, including the learning process and professional environment (Spytska, 2024). Emotional intelligence not only improves academic and professional results but also contributes to the development of harmonious interpersonal relationships (Astalini et al., 2024). This allows people to better understand and manage emotions, which in turn helps them remain productive in school and at work. People with a high level of emotional intelligence can show greater resilience to stressful situations, as they can respond adequately to challenges and maintain emotional balance (Khamzina et al., 2020). This is especially relevant in the high demands of modern learning and employment. In addition, the development of emotional intelligence contributes to the formation of healthy relationships. F. Sayegh (2024) emphasised that the development of emotional intelligence contributes to professional performance, as skills such as self-control, empathy and social responsibility help employees adapt to changes in the work environment and improve interactions with colleagues. The ability to express personal feelings, understand the emotions of others and establish effective communication significantly improves the quality of interaction between people (Yarin et al., 2023; Arinti et al., 2024; Rahmi et al., 2024; Hapsariningrum et al., 2025). This is especially relevant for teamwork, where cooperation and

mutual understanding are the basis for success. When people can understand and effectively manage their emotions, they are less vulnerable to emotional outbursts and crises. M. Taylor et al. (2024) emphasised that those with high levels of emotional intelligence can manage conflicts more effectively, have better-developed leadership skills, and can make more informed decisions. Similar results were acquired, as participants who completed the emotional intelligence programme reported improvements in their leadership skills and decision-making abilities in their professional lives. This leads to an improvement in psycho-emotional well-being and overall quality of life (Yahya et al., 2024; Firdaus & Mukhtar, 2025; Hermanto et al., 2025). The ability to emotionally self-regulate also helps in adapting to changes and new conditions, which is relevant in a rapidly changing modern world.

This concept is actively developing in many countries around the world, where its importance for professional and personal success has long been recognised. In countries such as the US, the UK, Canada, and Germany, numerous educational and corporate programmes are being implemented to develop emotional intelligence in both educational institutions and workplaces. Organising a programme for the development of emotional intelligence in the educational process is a key element in the formation of students' socio-emotional competencies. Following M. Martínez-Ávila et al. (2024), effective emotional intelligence development programmes should include elements of cognitive and behavioural therapy, as well as methods of developing self-regulation and reflection. These results showed that the introduction of such methods in the educational process contributed not only to the improvement of students' emotional competence but also to their academic performance.

In the US, emotional intelligence is being actively integrated into corporate training programmes. One of the most well-known organisations involved in the development of emotional intelligence is Six Seconds (2025), which offers various trainings and programmes to develop emotional competence. Large corporations such as Google and Microsoft are already actively implementing specialised emotional intelligence courses. Approximately 70-80% of employees of these companies participate in programmes where they learn key skills, including empathy, which helps to better understand the feelings and needs of other people (about 30% of the focus in training programmes). This list also includes self-control, which is used to regulate emotions and remain effective under stress (approximately 40% of the training modules). Equally important is effective communication, which includes the ability to constructively express opinions and receive feedback (30% of training materials). Through such initiatives, companies improve working relationships and increase productivity, as employees with high levels of emotional intelligence are more effective in teamwork, conflict resolution, and adaptation to change.

In the UK, there is a significant emphasis on integrating emotional intelligence into the educational system, where the importance of emotional literacy is increasingly recognised. One of the key areas is the use of social and emotional learning programmes (Social and emotional learning, 2025), which are widely implemented in schools and help children and adolescents develop important skills such as emotional regulation, empathy and communication. About 60-70% of educational institutions in this country have already included social and emotional learning (SEL) programmes in their educational process. The main aspects of such programmes are emotional regulation, empathy and communication. Approximately 40% of the modules in these programmes are dedicated to this issue. UK universities also introduce courses and trainings that promote the development of emotional literacy among students. Approximately half of all higher education institutions implement specialised training aimed at developing stress management and self-reflection skills, which helps students better cope with the psychological stress of studying. Such initiatives are a response to the growing demand for the development of soft skills that contribute to both the academic and social development of pupils and students.

Canada actively supports the development of emotional intelligence through educational programmes for teachers and students, including one of the most successful programmes, MindUP (2025). This programme, which aims to develop mindfulness, self-awareness and social skills, has become an integral part of the educational process. This programme has been implemented in approximately 60% of schools across the country. More than 40% of the programme's time is devoted to exercises that teach students to concentrate on the present moment and control their reactions. It also focuses on helping students understand their emotions, motives and behaviour. This allows them to better control their actions and build healthy relationships with others. Another 30% of the training process is dedicated to developing effective communication, compassion and conflict-resolution skills. It is also important that more than half of the teachers who participated in the programme noted positive

changes in student behaviour and an improved classroom atmosphere, which demonstrates the effectiveness of integrating emotional intelligence into the educational process.

In Germany, a lot of attention is devoted to the development of emotional intelligence, but it is in the business environment that this is reflected in a significant number of coaching programmes aimed at increasing productivity and improving working relationships. One of the leading programmes is the Emotional Intelligence Academy (Akademie für Emotionale Intelligenz, 2025), which offers training for professionals in the development of emotional competence. Up to 70% of large companies in this country have already implemented emotional intelligence training for their employees. The training modules focus on how the use of emotional intelligence can improve personal and team effectiveness by helping employees better manage time and workload. This programme focuses on the development of cooperation skills and conflict management through emotional intelligence. These skills help to create a favourable atmosphere in the work environment. About 25% of the programme time is devoted to developing leaders who can emotionally support their team, motivate employees and create a healthy team climate.

The implementation of such programmes helps to develop flexibility, and resilience and improve the overall atmosphere in the business environment, which is especially important in a highly competitive market. Effective emotional intelligence programmes include elements of social and emotional learning, mindfulness training, coaching sessions to develop empathy and communication skills, and special techniques for managing emotions and stress (Dohadailo et al., 2021; Simbolon et al., 2025). Such programmes are proving to be effective around the world, increasing the level of emotional literacy and improving the quality of both professional and personal life. Cultural factors significantly influence the development and perception of emotional intelligence in educational and professional settings. Different cultures emphasise unique emotional competencies, affecting the comprehension and use of emotional intelligence in different settings. In individualistic nations like the United States and Germany, emotional intelligence programs typically emphasise personal self-awareness, leadership, and emotional management, reflecting cultural values of autonomy and individual achievement. Conversely, in collectivist cultures, such as Asian countries, the focus is generally on group cohesion and emotional regulation within social hierarchies, which corresponds with cultural standards of respect and harmony. Cultural differences impact both the design and content of emotional intelligence programs, as well as their perception and integration within professional and educational environments. Consequently, comprehending the cultural context is crucial for customising emotional intelligence training to enhance its efficacy in varied settings.

Research shows that the average person can develop emotional intelligence through systematic work on their emotions, self-awareness and social skills. According to a study conducted by Harvard University (Landry, 2019), the development of emotional intelligence requires regular practice, which includes mindfulness techniques, reflection on personal emotions, and active listening. One of the main components of this process is to increase self-awareness when a person learns to recognise their emotions and understand how they affect their behaviour and interaction with others. These programmes are used in many schools and companies around the world. They focus on the development of self-awareness, self-regulation, empathy and social skills through group training, interactive exercises and reflective techniques. In addition, for the development of emotional intelligence, it is important to include reflection practices that can be used to analyse personal emotions and reactions to different situations. This can be an emotional diary where a person records their feelings, thoughts and actions in different contexts. This practice helps comprehend personal emotional patterns and find ways to improve them.

Emotional intelligence can be developed through participation in group activities, training and seminars. Group discussions and role-playing games create a safe environment for experimenting with new skills such as active listening, constructive criticism and conflict resolution. This allows participants to receive feedback and immediately apply new knowledge in practice. Technology can be substantial in developing emotional intelligence. These include numerous mobile apps, such as Moodfit and Headspace, that offer mindfulness practices, emotional skills exercises, and emotion-tracking tools. These resources can serve as support in the daily practice of emotional intelligence development. Developing emotional intelligence takes effort, patience and regular practice, but thanks to the various programmes, techniques and resources available today, anyone can improve emotional literacy. It improves interpersonal relationships, reduces stress and leads to a more satisfying and successful life.

Therefore, people should actively seek opportunities to learn and improve emotional skills, as this can become the basis for personal and professional development.

**Results of the Experiment**

For six months, participants in the experimental group took part in activities aimed at developing various aspects of emotional intelligence. Participants in the control group continued to study and work according to standard methods, without additional interventions or training programmes focused on the development of emotional intelligence. They acted as a basis for comparison, which was used to identify the difference between those who took part in the programme and those who operated as usual.

To evaluate the effectiveness of the programme, the Bar-On Emotional Intelligence Scale, which measures a person’s ability to define and manage emotions and to interact effectively with other people, was used. This is a comprehensive test that was used to quantify emotional intelligence by several key parameters according to the average score out of a hundred possible (Figure 1).

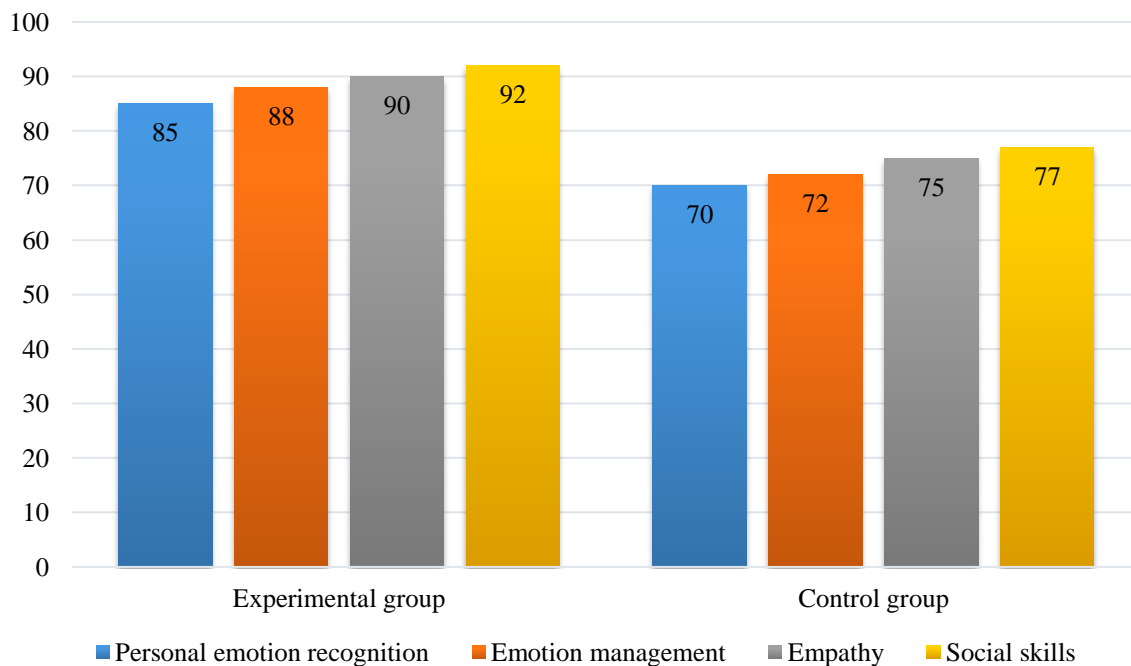


Figure 1. The results of the assessment of emotional intelligence development according to the Bar-On methodology “Emotional Intelligence Scale” of the experimental and control groups

After completing the updated programme, the participants in the experimental group demonstrated a significant improvement in their ability to recognise and comprehend personal emotions. The overall level of emotional awareness in this group increased by 21%. This indicates that the introduction of new teaching methods has had a significant impact on the development of their emotional competencies. For the control group, which continued to study according to the traditional programme without any innovations, the level of understanding of personal emotions remained unchanged. The improvement was only an insignificant increase of 5%. Comparing these two groups, the difference in the level of emotional awareness is approximately 15%. This indicates that the updated curriculum is much more effective in developing skills in recognising and managing emotions than the standard curriculum. This difference demonstrates the importance and necessity of introducing innovative methods into the educational process to improve students' emotional competence.

After the implementation of self-regulation training, participants in the experimental group showed significant improvement in emotion management. The level of effective control of emotional states increased by 22%, which indicates that this group is highly capable of managing their emotions and responding to stressful situations. This shows that the integration of training has significantly improved their self-regulation skills. At the same time, participants in the control group showed only a moderate level of control over emotions. In this group, the level of emotion management was

significantly lower, indicating that standard teaching methods had little impact on the development of these skills. Overall, the difference between the experimental and control groups was about 16%, indicating a significant advantage of the experimental programme.

After the empathy workshops, the participants in the experimental group demonstrated a significant increase in their ability to understand the emotions of others. The level of empathy in this group was significantly higher, 15 points higher on average among the study participants, which indicates the high effectiveness of training activities aimed at developing this skill. The workshops significantly improved empathy, which demonstrates the success of the methods implemented. After conducting integrative sessions on emotion management and social interactions, participants in the experimental group demonstrated a marked improvement in social skills. Effective interaction with other people increased by 20%, which demonstrates the high efficiency of the classes in developing communication skills and building successful social contacts. The overall difference between the two groups was 15%, which demonstrates a significant advantage of the experimental programme over the standard one.

One of the key aspects of emotional intelligence is its impact on interpersonal interaction. L. Tremonte-Freydefont et al. (2024) emphasised that those with a high level of emotional intelligence handle conflict situations, find common ground with others faster more efficiently, and can maintain harmonious relationships both in their personal lives and in the professional sphere. These findings are consistent with this study. Improvements in communication skills and the effectiveness of interpersonal interaction among students who participated in the programme were found. Students reported increased trust in relationships, and improved cooperation and empathy, which is consistent with the research findings of A. Ilyasov et al. (2023), S. Anisha et al. (2024), K. Subramani and G. Manoharan (2024). This suggests that the development of emotional intelligence is an effective tool for improving social relationships in the learning environment and contributes to the creation of a healthy psychological climate in teams, which increases the overall performance of students.

The next stage of the study was an application of the N. Hall Emotional Intelligence Test to compare the performance of both groups in personal and overall emotion recognition. It consisted of several subscales, and the results of the average scores (out of a possible 10 points) of both groups are shown in Figure 2.

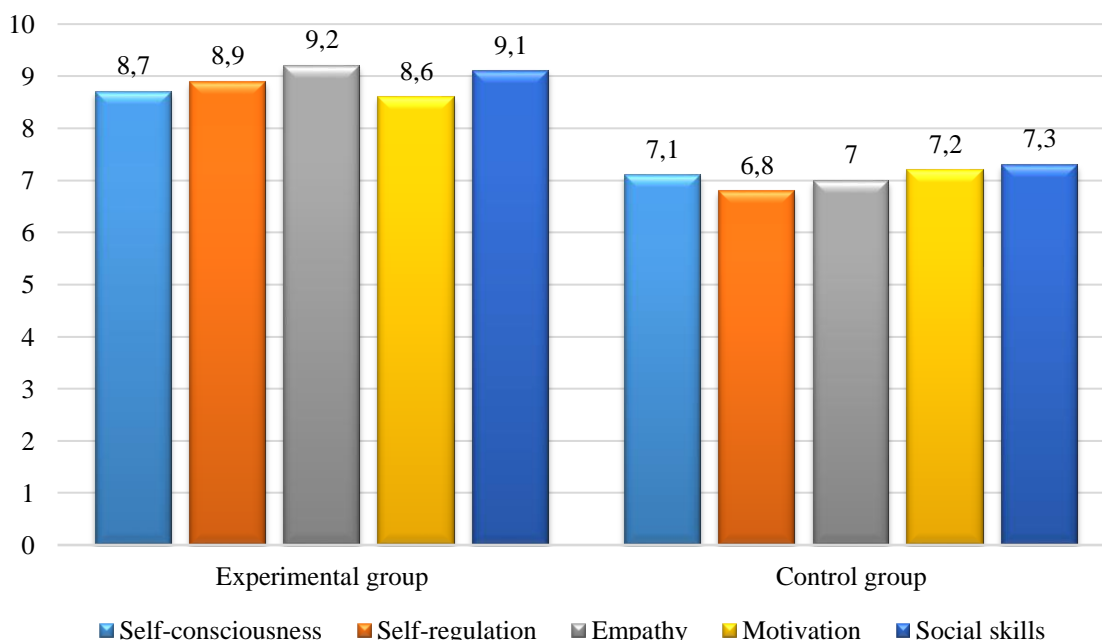


Figure 2. The results of the assessment of emotional intelligence development according to the N. Hall emotional intelligence test of the experimental and control groups

The participants of the experimental group who took the updated programme achieved higher results in this subscale compared to the control group, namely by 1.6 points. This can be attributed to the fact that trainings on emotional self-regulation and emotion management were aimed at developing

skills of awareness of the internal emotional state. The trainings included techniques such as self-analysis, keeping an emotional diary and analysing personal reactions in different situations. As a result, the participants in the experimental group had the opportunity to work systematically on self-knowledge, which led to higher results. At the same time, participants in the control group, who received traditional training, did not receive specialised knowledge and techniques for developing self-awareness, which led to lower results.

Participants in the experimental group also demonstrated a higher level of self-regulation compared to the control group, which was 2.1 points higher. The revised programme included specialised courses aimed at developing self-control skills, such as breathing relaxation techniques, cognitive behavioural techniques, meditation and reflection techniques. Through their participation, the participants of the experimental group gained practical skills in stress management, controlling reactions to emotional triggers and reducing negative emotional manifestations in difficult situations. For instance, exercises to develop emotional control skills in real stressful conditions were used during the classes, allowing participants to consolidate these skills in everyday life.

A higher level of empathy in the experimental group (by 2.2 points more), who participated in interactive exercises, including role-playing games, simulations, and group discussions, which contributed to improved emotion recognition. Active listening techniques were also used, where participants learned not only to listen but also to perceive non-verbal signals, which improved the emotional awareness of the other person. The participants of the experimental group had the opportunity to practice these skills on real-life examples, which significantly improved their ability to empathise. The control group did not have such exercises, which led to lower results, as the traditional programme did not focus on the development of empathy. Based on the research of E. Cerita and N. Şimşek (2021), A. Fereidouni et al. (2024), R. Poveda-Brotons et al. (2024) the development of emotional intelligence in professional activities can help improve teamwork, leadership and management skills. The emotional intelligence development programmes implemented in professional courses help specialists communicate more effectively with colleagues and clients, manage conflicts and maintain a healthy workplace atmosphere. In the present study, similar results were recorded among participants who took part in the programme. They said they had better control over their emotions in stressful situations, which improved their ability to work in teams and make decisions in difficult circumstances.

Integrative classes, including goal-setting exercises and reflection practices, where participants analysed their emotional reactions and sought ways to improve emotional resilience in the process of achieving tasks, contributed to the development of motivation in the experimental group. This has increased focus on personal aspirations and self-motivation even in the context of uncertainty or stress. Accordingly, the control group received an average score of 1.4 points less. The higher results of the experimental group in the social skills subscale were achieved through the systematic development of communication skills through practical exercises that included team games, conflict resolution exercises, role-playing and group work. Such exercises improved interactions with others, the effectiveness of relationships and teamwork. The use of emotional intelligence techniques to improve social skills in real-life situations allowed the participants of the experimental group to better manage conflicts and build emotionally healthy relationships with others. Participants in the control group, who studied under the traditional programme, did not receive such training and therefore had lower scores (1.8 points less) in the development of social skills. N. Namazova (2023), and A. Bilimale et al. (2024) confirmed the existence of a link between emotional intelligence and academic achievement. Other researchers, for instance, F. Vittou et al. (2024), also noted that the development of emotional intelligence among students improves their ability to cope with stressful situations and increases their motivation to learn. These results also support these findings. Students who participated in the emotional intelligence programme demonstrated improved academic performance and better academic results. This is attributed to the fact that the emotional intelligence program helped them to better manage their emotional state, cope with stress during the learning process and focus on their tasks. In addition, students noted that they became more confident in their abilities, which had a positive impact on their motivation to study.

I. Btaiche and H. Mansour (2023) found that employees with developed emotional intelligence have higher productivity because they are better able to adapt to change, manage their time effectively, and maintain harmonious work relationships. This study also found similar findings. Higher education students who participated in the emotional intelligence development programme reported improved productivity and better adaptation to new conditions in the professional environment. R. Isaeva et al.

(2023), and W. Johnson et al. (2024) confirmed that the development of emotional intelligence improves academic achievement, social relationships and professional performance, which is fully consistent with the results of this study.

The updated emotional intelligence development programme, which included training and seminars on emotional self-regulation and empathy, proved to be significantly effective in improving the level of emotional competence of the experimental group. All subscales of the N. Hall Emotional Intelligence Test, including self-awareness, self-regulation, empathy, motivation, and social skills, showed higher results compared to the traditional programme used in the control group. The study by J. Chen et al. (2024) also noted that emotional intelligence development programmes should be adapted to specific contexts and target audiences to achieve maximum effect. These conclusions are consistent with the present study, which confirmed the need for an individualised approach in the educational process, especially when working with young professionals who are just starting their careers.

At the end of the study, the MSCEIT was used to measure the level of emotional intelligence through four key abilities: perception of emotions, use of emotions for thinking, understanding and management of emotions. The results of the average scores of the study participants are shown in Figure 3 (the maximum score for each key ability was 10 points).

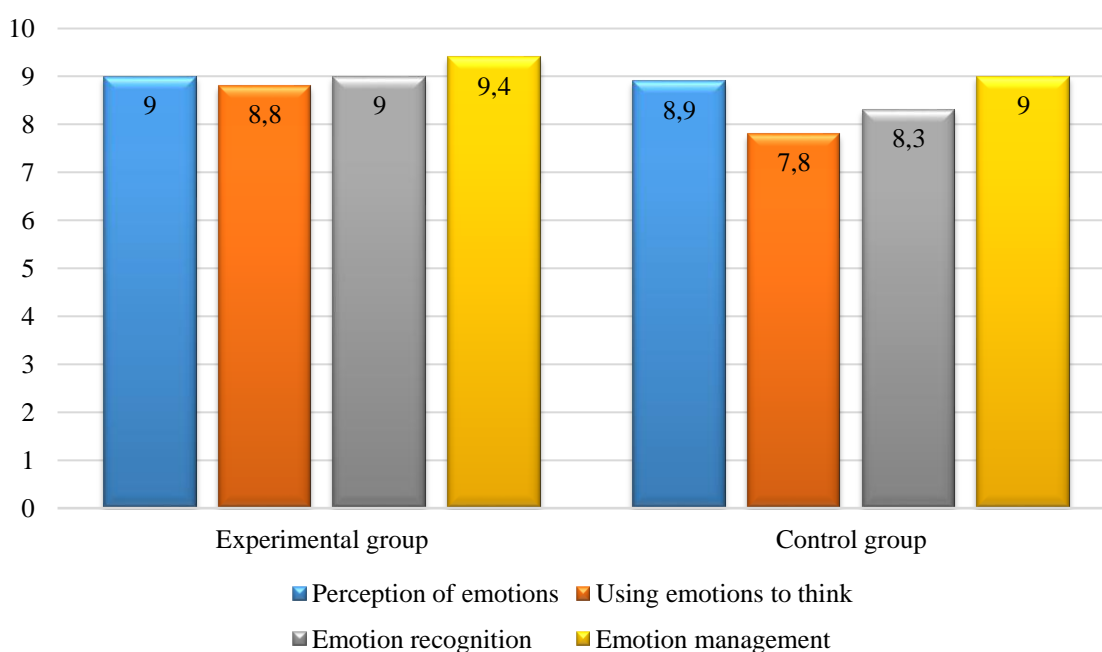


Figure 3. The results of the assessment of emotional intelligence development according to the MSCEIT emotional intelligence test of the experimental and control groups

The results showed that the first aspect, namely the perception of emotions, was almost identical. All participants in the study regularly performed exercises to identify emotions based on verbal cues, and the experimental group also participated in simulations where they had to analyse the emotional state of other people based on their facial expressions or behaviour. Since using emotions to think involves the ability to integrate emotions into cognitive processes to improve thinking and decision-making, participants in the experimental group demonstrated higher scores in this subscale due to integrative activities that combined emotional regulation with cognitive tasks. The programme included exercises in which participants used emotions to solve problems or evaluate situations, for example, how emotional states can affect the solution of complex problems or important decisions. The control group, which did not have such courses, showed lower results. Both groups were able to interpret certain emotions. Nevertheless, the experimental group scored slightly higher due to the empathy and emotional scenario analysis workshops, where participants learned to predict the development of other people’s emotional states in different life circumstances. This allowed participants to better understand how emotions can interact with each other and influence behaviour.

Participants in the experimental group demonstrated the highest scores in this subscale, as the programme included training in emotional self-regulation and techniques for managing emotional

reactions in difficult situations. By performing stress management exercises, participants learned to effectively control their emotions during emotionally stressful moments, which allowed them to achieve high scores in this subscale. The control group, which did not have access to such training, showed lower results, as participants did not receive special knowledge and techniques for managing emotional states. An important aspect of this study was the use of elements of neuropedagogy in the organisation of an emotional intelligence development programme. This approach includes the use of knowledge about the brain and cognitive processes to create effective teaching methods aimed at developing emotional and cognitive skills. Following A. Shamsi et al. (2024), and Y. Liu and P. Chang (2024), the neuro-pedagogical approach helps students better learn and develop emotional intelligence because it considers individual brain development. These results show that the use of innovative methods, such as reflection, action learning and the development of emotional self-regulation, allowed students not only to better control their emotions but also to improve their overall academic performance.

After a survey of 20 students at Baku State University, positive results were obtained. Most students noted that their emotional competence had improved significantly during their studies. In the beginning, most had difficulty recognising and regulating emotions, but over time more effective self-regulation techniques, such as breathing practices and discussing emotions with friends or mentors, were used. Students became more conscious of managing emotions. They noted that through various trainings and practices, they have learnt to remain calm in stressful situations and better understand the emotions of others. Half of the respondents admitted that their ability to recognise other people's emotions had improved. This had a particular impact on interpersonal relationships and allowed for more effective conflict resolution.

Interviewees also confirmed that their communication skills had improved, especially in verbal interaction. They noted that they had become more confident in expressing their opinions and more sensitive to non-verbal cues. Students indicated that active participation in group projects, working on presentations, and participating in discussions played an important role in improving their communication skills and emotional competence. Some students shared examples of how their improved skills helped them effectively resolve conflicts in their academic or personal lives. For instance, one participant was able to interact better with colleagues while working on a group project, which led to the successful completion of the assignment.

The results showed that the revised programme, which included emotional self-regulation training, empathy workshops and integrative emotion management sessions, was significantly more effective. In all key parameters of emotional intelligence, the experimental group demonstrated significantly higher scores compared to the control group that underwent the traditional programme. This confirms that those with high levels of emotional intelligence not only achieve better results but can also create harmonious relationships, reduce stress and improve their overall well-being, all of which are essential for success in high-pressure, problem-solving environments. These results also suggest that incorporating emotional intelligence training into STEM education and professional development can greatly enhance teamwork as well as individual success. The study additionally emphasises the significance of emotional competence for long-term professional success, recommending that organisations and educational institutions give equal weight to the development of these abilities as they do to technical proficiency.

The development of emotional intelligence in STEM education and professional settings is the novel emphasis of this study. Through the implementation of a customised curriculum that incorporates training in self-regulation, empathy, and communication, it improves emotional abilities that are essential for success in demanding STEM environments. Reflective exercises and interactive workshops offer useful strategies for enhancing interpersonal relationships and controlling emotions. The findings' generalisability may be limited by the 200-person sample size, which might not accurately reflect the larger STEM community. The study was carried out in a particular area, which can also have an impact on how applicable it is in other situations. Furthermore, participant bias may be introduced by self-reported data. Organisations and educators aiming to adopt emotional intelligence development efforts must customise the curriculum to the distinct needs and cultural environment of the participants. An effective strategy must incorporate mindfulness training, empathy-enhancing seminars, and stress management approaches to enhance emotional regulation and interpersonal communication. Moreover, incorporating interactive activities like role-playing, group discussions, and reflective practices can augment engagement and facilitate the practical application of skills. To enhance the efficacy of the program, organisations and educators must establish a secure and transparent environment in which

participants feel at ease sharing their experiences and feedback. Finally, tailoring the program to reflect the values and priorities of the participants will enhance the relevance of the emotional intelligence training and facilitate enduring enhancements in both personal and professional results.

## CONCLUSION

The study, which included three methods of assessing emotional intelligence, showed significant differences in the effectiveness of emotional intelligence development between the experimental group and the control group. The experimental group, which underwent an updated programme that included emotional self-regulation training, empathy workshops, and integrative emotion management classes, demonstrated significant improvements in all aspects of emotional intelligence. A programme focused on the development of emotional intelligence has proved highly effective. In the MSCEIT test, the experimental group scored significantly higher in all four key abilities. This is evidence of the effectiveness of the training, which helped participants better recognise emotions in others through practical exercises. The results of N. Hall's emotional intelligence test confirm the same trends. The experimental group demonstrated higher scores in such aspects as self-awareness, self-regulation, empathy, motivation and social skills. Bar-On's Emotional Intelligence Scale methodology also revealed higher results in the experimental group. Overall, the results of the study show that the updated emotional intelligence development programme is effective. It helps improve the emotional competencies of participants, which in turn can have a positive impact on their personal and professional activities. Comparing the development of emotional intelligence in Canada, the UK, Germany, the US, and Azerbaijan, it can be noted that Azerbaijan lacks comprehensive programmes that integrate emotional intelligence into the educational and professional spheres. In Germany and the US, a systematic approach, including training and courses that are actively used in schools and businesses, is prioritised. In Azerbaijan, however, such initiatives have not yet become widespread, which suggests that more resources and training programmes are needed to raise awareness and develop emotional intelligence. The study confirms the importance of using interactive methods and practical exercises to develop emotional intelligence in various spheres of life. Prospects for further research include increasing the number of participants and analysing various external factors, such as the social environment, that may influence the development and manifestation of emotional intelligence.

## ACKNOWLEDGMENTS

Thank you to all colleagues who have helped, so that this research can be carried out and completed.

## AUTHOR CONTRIBUTIONS

Conceptualization, N.A.; Methodology, N.A.; Validation, N.A.; Formal Analysis, N.A.; Investigation, N.A.; Resources, N.A.; Data Curation, N.A.; Writing – Original Draft Preparation, N.A.; Writing – Review & Editing, N.A.; Visualization, N.A.

## CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

## REFERENCES

- Abrianto, A. M., Amaefuna, I., & Onyemowo, A. F. (2024). Biology learning innovation using booklet media. *Journal of Academic Biology and Biology Education*, 1(2), 75 - 81. <https://doi.org/10.37251/jouabe.v1i2.1158>
- Acquah, I. K. (2025). Enhancing conceptual understanding of electric circuit analysis through the jigsaw method: a quasi-experimental study in senior high schools. *Schrödinger: Journal of Physics Education*, 6(1), 9-18. <https://doi.org/10.37251/sjpe.v6i1.1348>
- Agustiawan, F., & Karti, D. (2024). Description of health knowledge and healthy lifestyle of elementary school students. *Journal of Health Innovation and Environmental Education*, 1(2), 60-65. <https://doi.org/10.37251/jhiee.v1i2.1384>

- Akademie für Emotionale Intelligenz. (2025). <https://emotionale-intelligenz-akademie.com/>
- Alghamdi, N., Wang, H., Buck, H., Szalacha, L. 2024. The effectiveness of emotional intelligence-driven end-of-life care simulation for nursing students. *Clinical Simulation in Nursing*, 87, 101490. <https://doi.org/10.1016/j.ecns.2023.101490>.
- Anisha, S., Sen, A., Bain, C. 2024. Evaluating the potential and pitfalls of AI-powered conversational agents as humanlike virtual health carers in the remote management of noncommunicable diseases: Scoping review. *Journal of Medical Internet Research*, 26, e56114. <https://doi.org/10.2196/56114>.
- Anugradia, N., Kruehong, T., & Alvarez, J. L. (2025). Students' evaluation of the effectiveness of open access journals in accelerating paper completion. *Journal of Educational Technology and Learning Creativity*, 3(1), 122-130. <https://doi.org/10.37251/jetlc.v3i1.1462>
- Arinti, Y., Hamraqulova Sodiq Qizi, G., & Boto, N. (2024). Analysis of errors in using Indonesian on banners in the selebar district of Bengkulu City. *Journal of Language, Literature, and Educational Research*, 1(2), 56-69. <https://doi.org/10.37251/jolle.v1i2.1162>
- Asgarova, V., Ilyasov, A., Ashraf, M.A. 2024. Refocusing education: understanding higher education institutions' needs for human resource development in Azerbaijan. *Central Asian Survey*. <https://doi.org/10.1080/02634937.2024.2399287>.
- Astalini, A., Darmaji, D., Kurniawan, D.A., Perdana, R., Andriyanto, A. 2024. Does the inquiry learning model have an impact on social attitudes and responsible character? *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 8(1), 104-116. <https://doi.org/10.22437/jiituj.v8i1.31981>.
- Bar-On, R. 2006. The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(supl.), 13-25.
- Bilimale, A., Hegde, S., Pragadesh, R., Rakesh, M., Anil, D., Gopi, A. 2024. The relationship between emotional intelligence and academic performance among medical students in Mysuru. *International Journal of Academic Medicine*, 10(2), 62-66. <https://doi.org/10.4103/ijam.ijam.76.23>.
- Britwum, F., Owusu Amponsah, M., Kobina Effrim, P., Aidoo, S. 2024. A two-way interaction effects of gender and age on emotional intelligence and academic achievement of students in the colleges of education in the Volta zone of Ghana. *Social Sciences & Humanities Open*, 10, 101074. <https://doi.org/10.1016/j.ssaho.2024.101074>.
- Btaiche, I.F., Mansour, H. 2023. Emotional intelligence and professional identity formation in pharmacy education. *Currents in Pharmacy Teaching and Learning*, 15(9), 775-778. <https://doi.org/10.1016/j.cptl.2023.07.019>.
- Castro, R. (2025). The effects of chemistry virtual laboratories in academic achievement of secondary level learners: A meta-analysis. *Integrated Science Education Journal*, 6(1), 24-37. <https://doi.org/10.37251/isej.v6i1.1379>
- Cerita, E., Şimşek, N. 2021. A social skills development training programme to improve adolescents' psychological resilience and emotional intelligence level. *Archives of Psychiatric Nursing*, 35(6), 610-616. <https://doi.org/10.1016/j.apnu.2021.08.001>.
- Chen, J., Lin, C., Lin, F. 2024. The interplay among EFL teachers' emotional intelligence and self-efficacy and burnout. *Acta Psychologica*, 248, 104364. <https://doi.org/10.1016/j.actpsy.2024.104364>.
- Dewi, N. M., Abdulhassan, N. J., & Quddoos, H. A. (2025). The influence of islamic religious education learning in forming students' character and noble morals. *Jurnal Pendidikan Agama Islam Indonesia (JPAAI)*, 6(1), 18-25. <https://doi.org/10.37251/jpaa.6i1.1554>
- Dohadailo, Y., Kyrchata, I., Kovalova, T., Dmytriiev, I., Loşonczy, P. 2021. Continuous cvp-analysis as a key tool of anti-crisis management of an enterprise in the conditions of sustainable development in the vuca-world. Problems and Prospects of Development of the Road Transport Complex: Financing, Management, Innovation, Quality, Safety - *Integrated Approach*, 1, 81-95. <https://doi.org/10.15587/978-617-7319-45-9.CH6>
- Doranggi, S., & Rizka, A. (2025). Analysis of the effectiveness of online learning based on google classroom on high school students' learning achievement. *Indonesian Journal of Education Research (IJoER)*, 6(1), 45-52. <https://doi.org/10.37251/ijoer.v6i1.1481>
- Dudar, O. 2024. Empathy as a professional quality of a counselling psychologist. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 10(4), 96-107. <https://doi.org/10.52534/msu-pp4.2024.96>

- Efremov, A. 2024. Psychosomatics: Communication of the Central Nervous System through Connection to Tissues, Organs, and Cells. *Clinical Psychopharmacology and Neuroscience*, 22(4), 565-577. <https://doi.org/10.9758/cpn.24.1197>
- Efremov, A. 2025. The Fear Primacy Hypothesis in the Structure of Emotional States: A Systematic Literature Review. *Psychological Reports*. <https://doi.org/10.1177/00332941241313106>
- Em, S., Mok, S., & Sam, R. (2025). Exploring Cambodian teachers' views on transformational leadership of school directors. *Journal of Social Knowledge Education (JSKE)*, 6(1), 76-89. <https://doi.org/10.37251/jske.v6i1.1364>
- Fereidouni, A., Teymoori, E., Bahmani, T., Sabet, H.R., Maleki, Z., Gharibi, M. 2024. Correlation between critical thinking and emotional intelligence: A national cross-sectional study on operating room nursing students in Iran. *Frontiers of Nursing*, 11(1), 99-104. <https://doi.org/10.2478/fon-2024-0010>.
- Feriaty, B., Nopita, R., Riadi, H., Harmaini, H., Sulwana, S., & Uri, F. (2025). The integration of science and technology in islamic fiqh: a contemporary perspective. *Indonesian Journal of Education Research (IJoER)*, 6(1), 77-86. <https://doi.org/10.37251/ijoer.v6i1.1407>
- Firdaus, M., & Mukhtar, M. (2025). Reconstructing multivariable calculus learning through mathematical discourse for conceptual and procedural understanding. *Journal Evaluation in Education (JEE)*, 6(1), 45-54. <https://doi.org/10.37251/jee.v6i1.1327>
- Firmansyah, E., Baluta, I. B., & Elfaituri, K. (2024). The correlation between students' problem-solving abilities and their mathematical thinking in high school mathematics education. *Interval: Indonesian Journal of Mathematical Education*, 2(2), 132-140. <https://doi.org/10.37251/ijome.v2i2.1343>
- Galdonez, D. P. (2025). Exploring the Experiences of STEM students in writing research: insights, challenges, and strategies. *Journal of Basic Education Research*, 6(1), 9-16. <https://doi.org/10.37251/jber.v6i1.1150>
- Habibi, M. W., Jiyane, L., & Özşen, Z. (2024). Learning revolution: The positive impact of computer simulations on science achievement in madrasah ibtidaiyah. *Journal of Educational Technology and Learning Creativity*, 2(1), 13-19. <https://doi.org/10.37251/jetlc.v2i1.976>
- Hall Emotional Intelligence Test. 2025. <https://brainapps.io/test/holl>
- Halimah, H., Putri, D. E., Wulandari, W., Adewumi, S. E., & Arce-Calderón, X. (2024). Contextual pop up book as an innovative learning media in social science subjects in elementary schools. *Journal of Educational Technology and Learning Creativity*, 2(2), 209-216. <https://doi.org/10.37251/jetlc.v2i2.1121>
- Hapsariningrum, N., al-Wasewi, I. H. H., & Esmaeili, Z. (2025). The role of islamic religious education teachers in forming students' disciplined and responsible characters. *Jurnal Pendidikan Agama Islam Indonesia (JPAAI)*, 6(1), 26-34. <https://doi.org/10.37251/jpaa.i.v6i1.1566>
- Hass, D., Brackett, M. 2024. Emotional intelligence: An impactful yet often overlooked skill that can enhance physician well-being and professional satisfaction. *Clinical Gastroenterology and Hepatology*, 22(5), 919-922. <https://doi.org/10.1016/j.cgh.2024.02.019>.
- Hermanto, D., Ardianto, D., & Permanasari, A. (2025). Evaluation of STEM integration in science teaching materials: an independent curriculum perspective. *Journal Evaluation in Education (JEE)*, 6(1), 122-126. <https://doi.org/10.37251/jee.v6i1.1290>
- Ilyasov, A., Imanova, S., Mushtagov, A., Sadigova, Z. 2023. Modernization of quality assurance system in higher education of Azerbaijan. *Quality in Higher Education*, 29(1), 23-41. <https://doi.org/10.1080/13538322.2022.2100606>.
- Isaeva, R., Ratinen, I., Uusiautti, S. 2023. Understanding student success in higher education in Azerbaijan: The role of student engagement. *Studies in Higher Education*, 48(12), 1918-1936. <https://doi.org/10.1080/03075079.2023.2217208>.
- Ismayilov, V.I., Almasov, N.N., Musayev, N.S., Samedova, A.Q. 2021. Model of the Influence of Internal Production Conditions on the Efficiency of Enterprises. *Estudios de Economia Aplicada*, 39(6). <https://doi.org/10.25115/eea.v39i6.5103>
- Johnson, W., Barelski, A., Blickle, J., Wiseman, M., Hartzell, J. 2024. Year in review: Tips for effective graduate medical education programme leadership and management. *BMJ Leader*, 8, 93-98. <https://doi.org/10.1136/leader-2022-000724>.
- Khamzina, Z., Buribayev, Y., Almagambetov, P., Tazhmagambet, A., Samaldykova, Z., Apakhayev, N. 2020. Labor disputes in kazakhstan: Results of legal regulation and future prospects. *Journal of*

- Legal, Ethical and Regulatory Issues*, 23(1), 1-14. <https://www.abacademies.org/abstract/labor-disputes-in-kazakhstan-results-of-legal-regulation-and-future-prospects-8978.html>
- Kurniawati, M., Jaya, S., & Swansyah, H. (2024). Analysis of the potential of sport tourism in nglangeran tourism village post covid 19 pandemic. *Multidisciplinary Journal of Tourism, Hospitality, Sport and Physical Education*, 1(2), 27-36. <https://doi.org/10.37251/jthpe.v1i2.1042>
- Laksono, P. J., Suhadi, S., & Efriani, A. (2025). Unveiling STEM education conceptions: insights from pre-service mathematics and science teachers. *Integrated Science Education Journal*, 6(1), 54-61. <https://doi.org/10.37251/isej.v6i1.1387>
- Landry, L. 2019. Emotional Intelligence Skills: What They Are & How to Develop Them. <https://online.hbs.edu/blog/post/emotional-intelligence-skills>
- Le, T.T., Pham, T.T. 2024. Emotional maturity in EFL teaching: Exploring Vietnamese teachers' perceptions and its impact on student learning outcomes. *Ampersand*, 13, 100183. <https://doi.org/10.1016/j.amper.2024.100183>.
- Liu, Y., Chang, P. 2024. Exploring EFL teachers' emotional experiences and adaptive expertise in the context of AI advancements: A positive psychology perspective. *System*, 126, 103463. <https://doi.org/10.1016/j.system.2024.103463>.
- Mabeza, M. R. A. (2025). Students' gendered expectations and evaluation on thesis advising skills and mentoring practices of the local thesis advisory committee (LTAC) in camarines norte state college. *Journal of Social Knowledge Education (JSKE)*, 6(1), 1-18. <https://doi.org/10.37251/jske.v6i1.1172>
- Mardiati, D. C., Alorgbey, B., & Zarogi, A. B. (2024). The relationship between educational level and the role of parents with learning achievement in mathematics. *Interval: Indonesian Journal of Mathematical Education*, 2(1), 22-28. <https://doi.org/10.37251/ijome.v2i1.983>
- Martínez-Ávila, M., García-García, R., Guajardo-Flores, S., Bonifaz Delgado, L., Guajardo-Flores, D. 2024. Fostering post-university success: Exploring emotional intelligence in college graduates through the traditional model vs. competency-based model. In: 2024 IEEE Global Engineering Education Conference (pp. 1-6). Kos Island: Institute of Electrical and Electronics Engineers. <https://doi.org/10.1109/EDUCON60312.2024.10578699>.
- Marito, E. S., Danso, O., & Watada, N. (2024). The influence of print media (leaflets) on adolescent girls' knowledge of handling dysmenorrhea in junior high schools. *Journal of Health Innovation and Environmental Education*, 1(2), 47-52. <https://doi.org/10.37251/jhiee.v1i2.1210>
- Mayer, J.D., Salovey, P., Caruso, D.R. 2002. Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). <https://web.archive.org/web/20160629215319/http://www.mhs.com/product.aspx?gr=io&id=overview&prod=msceit>
- Merino-Soto, C., Angulo-Ramos, M., Llaja-Rojas, V., Chans, G. 2024. Academic performance, emotional intelligence, and academic burnout: A cross-sectional study of a mediational effect in nursing students. *Nurse Education Today*, 139, 106221. <https://doi.org/10.1016/j.nedt.2024.106221>
- Miezah, D., Opoku, M.P., Fenu, C., Quainoo, R., Gyimah, E.M. 2025. Exploring the synergy between emotional intelligence and self-esteem among university students in Ghana. *BMC Psychology*, 13(1), 22. <https://doi.org/10.1186/s40359-025-02348-1>.
- Miharja, M. A., Bulayi, M., & Triet, L. V. M. (2024). Realistic mathematics education: Unlocking problem-solving potential in students. *Interval: Indonesian Journal of Mathematical Education*, 2(1), 50-59. <https://doi.org/10.37251/ijome.v2i1.1344>
- MindUP. (2025). <https://www.brainfutures.org/mind-up-2/>
- Mokoginta, A., Suparli, S., & Mokwena, T. (2024). Strategy for developing the potential of Sanrobeni island tourism object, Takalar regency. *Multidisciplinary Journal of Tourism, Hospitality, Sport and Physical Education*, 1(2), 70-81. <https://doi.org/10.37251/jthpe.v1i2.1184>
- Moroz, O. (2023). Essence and structure of the concept "Leadership qualities of service of students of agricultural institutions of vocational higher education". *Humanities Studios: Pedagogy, Psychology, Philosophy*, 11(4), 73-80. <https://doi.org/10.31548/hspedagog>.
- Murtezaj, I.M., Rexhepi, B.R., Xhaferi, B.S., Xhafa, H., Xhaferi, S. 2024. The Study and Application of Moral Principles and Values in the Fields of Accounting and Auditing. *Pakistan Journal of Life and Social Sciences*, 22(2), 3885-3902. <https://doi.org/10.57239/PJLSS-2024-22.2.00286>

- Namazova, N. 2023. Changing the level of education and career choice depending on the socioeconomic status of the family: Evidence from Azerbaijan. *Sustainability*, 15(22), 15845. <https://doi.org/10.3390/su152215845>.
- Nwosu, K.C., Wahl, W.P., Anyanwu, A.N., Ezenwosu, N.E., Okwuduba, E.N. 2022. Teachers' emotional intelligence as a predictor of their attitude, concerns, and sentiments about inclusive education: Teacher professional-related factors as control variables. *Journal of Research in Special Educational Needs*, 23(1), 38-51. <https://doi.org/10.1111/1471-3802.12578>.
- Poveda-Brotons, R., Izquierdo, A., Perez-Soto, N., Pozo-Rico, T., Castejón, J.L., Gilar-Corbi, R. 2024. Building paths to success: A multilevel analysis of the effects of an emotional intelligence development program on the academic achievement of future teachers. *Frontiers in Psychology*, 15, 1377176. <https://doi.org/10.3389/fpsyg.2024.1377176>.
- Putra, R.P., Ramadhanti, A., Rizky, D.A. 2023. Gender differences in levels of toxic positivity in adolescents: A quantitative study. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 7(2), 83-91. <https://doi.org/10.22437/jiituj.v7i2.26624>.
- Qiu, L., Ikeda, F., & Yamashita, N. (2025). Development and validation of a taxonomy for specific questions based on deficiencies in logical reasoning. *Integrated Science Education Journal*, 6(1), 6-14. <https://doi.org/10.37251/isej.v6i1.1102>
- Rachmanto, T. B., & Akande, I. O. (2024). Utilization of information technology in increasing the effectiveness of citizenship Learning. *Journal of Educational Technology and Learning Creativity*, 2(2), 217-222. <https://doi.org/10.37251/jetlc.v2i2.1140>
- Rahmi, Y., Adawiyah, N., & Dilaro, N. N. (2024). Case study: Language politeness in preschool children at ar-rahman school. *Journal of Language, Literature, and Educational Research*, 1(1), 7-11. <https://doi.org/10.37251/jolle.v1i1.999>
- Ramadhanti, A., Putra, R.P., Rizky, D.A. 2023. Does parenting style affect adolescent empathy? A study on high school students. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 7(1), 38-47. <https://doi.org/10.22437/jiituj.v7i1.26627>.
- Rudenko, O. 2025. Development and impact of stress on university students' performance during distance learning. *Scientia et Societas*, 4(1), 15-25. <https://doi.org/10.69587/ss/1.2025.15>
- Sadeghi, A., Purfarzad, Z., Behdokht, K. 2025. Nursing students' compassion competence: impact of emotional intelligence and fear of compassion in a cross-sectional study. *BMC Medical Education*, 25(1), 335. <https://doi.org/10.1186/s12909-025-06884-7>.
- Sari, R., Omeiza, I. I., & Mwakifuna, M. A. (2023). The influence of number dice games in improving early childhood mathematical logic in early childhood education. *Interval: Indonesian Journal of Mathematical Education*, 1(2), 61-66. <https://doi.org/10.37251/ijome.v1i2.776>
- Sari, S. A., & Oransa, M. A. (2025). Qualitative analysis of the implementation of inquiry-based physics learning tools on strengthening character and improving learning outcomes. *Schrödinger: Journal of Physics Education*, 6(1), 34-42. <https://doi.org/10.37251/sjpe.v6i1.1469>
- Sayegh, F. 2024. Leveraging emotional intelligence to foster proactive climate change adaptation: A study of engineering decision-making. *Journal of Environmental Management*, 365, 121669. <https://doi.org/10.1016/j.jenvman.2024.121669>.
- SEL Resources. 2024. Social & Emotional Learning Resource Finder. <http://www.selresources.com/sel-resources/>
- Shaban, M., Ezzelregal Abdelgawad, M., Mohamed Elsayed, S., Mohamed Abdallah, H.M. 2025. The mediating role of emotional intelligence in the relationship between technostress and burnout prevention among critical care nurses a structural equation modelling approach. *BMC Nursing*, 24(1), 255. <https://doi.org/10.1186/s12912-025-02852-0>.
- Shamsi, A., Varkey, D.A., Wanat, M.A. 2024. The importance of coaching pharmacy students beyond their emotional intelligence assessment scores. *American Journal of Pharmaceutical Education*, 88(9), 101264. <https://doi.org/10.1016/j.ajpe.2024.09.101264>.
- Simbolon, M., Pongkendek, J. J., Henukh, A., & Rochintaniawati, D. (2025). Teachers' and students' feedback on sociocultural interactive digital modules for science literacy and problem-solving: A transformative learning approach. *Journal Evaluation in Education (JEE)*, 6(1), 241-248. <https://doi.org/10.37251/jee.v6i1.1314>
- Six Seconds. (2025). <https://www.6seconds.org/about/>
- Social and emotional learning. (2025). <https://www.mentallyhealthyschools.org.uk/targeted->
-

- [support/targeted-support-tool/social-and-emotional-learning/](#)
- Sopiatus, S., Dachia, H. A., & Khojasteh, V. (2024). Effective strategy: Talking stick cooperative learning to improve understanding of chemical bonding. *Journal of Chemical Learning Innovation*, 1(2), 45-50. <https://doi.org/10.37251/jocli.v1i2.1139>
- Spytska, L. 2023. Psychological profile and prerequisites for the formation of the killer's personality. *Social and Legal Studios*, 6(1), 41-48. <https://doi.org/10.32518/sals1.2023.41>
- Spytska, L. 2024. Narcissistic Trauma Main Characteristics and Life Impact. *Journal of Nervous and Mental Disease*, 212(5), 255-260. <https://doi.org/10.1097/NMD.0000000000001760>
- Standage, H., Kelley, K., Buxton, H., Wetzell, C., Brasel, K., Hoops, H. 2024. Cultivating emotional intelligence in general surgery residents through a patient-centered experience. *The American Journal of Surgery*, 235, 115698. <https://doi.org/10.1016/j.amjsurg.2024.02.041>.
- Subramani, K., Manoharan, G. 2024. Humanizing the role of artificial intelligence in revolutionizing emotional intelligence. In 3rd International Conference on Computational Modelling, Simulation and Optimization (pp. 237-242). *Phuket: Institute of Electrical and Electronics Engineers*. <https://doi.org/10.1109/ICCMO61761.2024.00056>.
- Susana, N., & Nwanya, F. (2024). Stimulating learning motivation: application of inquiry method in chemistry lessons. *Journal of Chemical Learning Innovation*, 1(2), 51-57. <https://doi.org/10.37251/jocli.v1i2.1146>
- Taylor, M.J., Andreatta, R., Woltenberg, L., Cormier, M., Hoch, J.M. 2024. The relationship of emotional intelligence to burnout and related factors in healthcare profession students. *Nurse Education Today*, 143, 106387. <https://doi.org/10.1016/j.nedt.2024.106387>.
- Tep, S., Loch, R., & Pok, V. (2025). How principals' instructional leadership influence teachers' self-efficacy. *Journal of Basic Education Research*, 6(1), 47-56. <https://doi.org/10.37251/jber.v6i1.1421>
- Todorova, A., Kostadinova, I. 2024. Emotional and social intelligence and its impact on the business success of Bulgarian digital entrepreneurs. *International Journal of Euro-Mediterranean Studies*, 17(2), 339-362. <https://doi.org/10.70908/2232-6022/17.339-362>.
- Tremonte-Freydefont, L., Wenger, M., Fiori, M. 2024. Emotional intelligence and success in initial vocational education and training: A study among healthcare assistants and social care workers. *International Journal for Research in Vocational Education and Training*, 11(2), 146-170. <https://doi.org/10.13152/IJRVET.11.2.1>.
- Trisahid, T. N., Kijkosol, D., & Corrales, C. (2024). Optimization of biology learning on excretory system material through contextual teaching and learning approach. *Journal of Academic Biology and Biology Education*, 1(2), 82 - 91. <https://doi.org/10.37251/jouabe.v1i2.1165>
- Tyukhtenko, N., Churkina, I., Pavlovych, O., Mokhnenko, A., Burak, V. 2024. Foreign market entry strategy as a key to the competitiveness of enterprises. *Ekonomika APK*, 31(5), 86-98. <https://doi.org/10.32317/ekon.apk/5.2024.86>
- Vakulyk, I. 2025. Minimal effort: The key to effective learning and goal attainment. *Humanities Studios: Pedagogy, Psychology, Philosophy*, 13(1), 70-82. <https://doi.org/10.31548/hspedagog/1.2025.70>
- Van Dong, T. 2024. Emotional management skills and training among high school administrators. *International Journal of Educational Organization and Leadership*, 31(2), 27-44. <https://doi.org/10.18848/2329-1656/CGP/v31i02/27-44>.
- Vatamaniuk, G., Dutkevych, T. 2024. Project-based learning as a means of forming leadership qualities in senior preschool children. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology,"* 10(3), 29-39. <https://doi.org/10.52534/msu-pp3.2024.29>
- Vittou, F., Salamani, E., Kefis, V., Rossidis, I. 2024. Emotional intelligence and its role in the development of leadership characteristics of managers. In: D. Belias, I. Rossidis, C. Papademetriou (Eds.), *Organizational Behavior and Human Resource Management for Complex Work Environments* (pp. 204-220). London: IGI Global. <http://doi.org/10.4018/979-8-3693-3466-9.ch011>
- Vladymyrova, V., Morhun, N. 2023. Empirical study of the empathic abilities of future doctors in the structure of their professional competence. *Psychology and Personality*, 13(1), 109-118. <https://doi.org/10.33989/2226-4078.2023.1.274736>
- Yahya, F.B., Hassan, H.C., Panduragan, S.L., Mat, S. 2024. Quality of life: The spirituality and spiritual wellbeing of elderlies in Malaysia. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 8(2), 773-

783. <https://doi.org/10.22437/jiituj.v8i2.34273>.
- Yarin, A., Prado, J., Pozo, A., Carpiol, F.D., Patricio, S., Surichaqui, B. 2023. Quality Management and Customer Satisfaction in SMEs in the Textile Industry. *Journal of Textile and Apparel, Technology and Management*, 12(4), 1-9. <https://jtatm.textiles.ncsu.edu/index.php/JTATM/article/view/20052>
- Yekinni, S.A., Ogbuanya, T.C. 2025. Mediating role of psychological adjustment ability on emotional intelligence-workshop/laboratory safety behaviour relationship among Electrical/Electronic Technology students. *Discover Education*, 4(1), 40. <https://doi.org/10.1007/s44217-025-00427-4/>.
- Yohanie, D. D., Botchway, G. A., Nkhwilume, A. A., & Arrazaki, M. (2023). Thinking process of mathematics education students in problem solving proof. *Interval: Indonesian Journal of Mathematical Education*, 1(1), 24-29. <https://doi.org/10.37251/ijome.v1i1.611>
- Yuan, H., Yan, Z., Zhao, Y., Lei, J. 2025. The relationship of rural kindergarten teachers' emotional intelligence and work engagement in China: the chain mediation role of emotional labor strategies and general self-efficacy. *BMC Psychology*, 13(1), 154. <https://doi.org/10.1186/s40359-025-02475-9>.
- Yuriychuk, N., Dadak, D. 2024. Pedagogical practice in the system of professional training for higher education students: Through the lens of contemporary realities. *Scientia et Societas*, 3(2), 49-56. <https://doi.org/10.69587/ss/2.2024.49>
- Zakiyah, Z., Boonma , K., & Collado, R. (2024). Physics learning innovation: song and animation-based media as a learning solution for mirrors and lenses for junior high school students. *Journal of Educational Technology and Learning Creativity*, 2(2), 183-191. <https://doi.org/10.37251/jetlc.v2i2.1062>
- Zhylin, M., Bondarevych, S., Kotliar, L., Dikol-Kobrina, O., Dzhazhyk, O. 2024. Emotional intelligence and leadership succession planning: Strategies for identifying and developing future leaders. *Journal of Curriculum and Teaching*, 13(3), 46-64. <https://doi.org/10.5430/jct.v13n3p46>.