



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## Analysing The Link Among Social Intelligence And Job Performance Among College Instructors In Kerala

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### ABSTRACT

This comprehensive study within Kerala's educational framework investigates the complex interplay between social intelligence, academic effectiveness, and student performance among college professors. The research employed mixed methodologies to illustrate a significant and positive relationship between social intelligence and teaching effectiveness. It enhances the influence of student satisfaction on teaching efficacy and the well-being of educators. The association's sagacity is evidently manifest. Educators with advanced social intelligence excel in creating inclusive and engaging learning environments, significantly influencing student behaviour and promoting a harmonious classroom atmosphere. These findings highlight the crucial importance of social intelligence in formulating effective teaching methodologies and enhancing the overall educational experience in culturally diverse institutions in Kerala. Consequently, this study holds substantial importance for educator training and professional development. It aims to equip educators with the interpersonal and emotional intelligence necessary to enhance students' lives and promote their success in varied educational settings.

**Index Terms:** Social Intelligence, Job Performance Student Behaviour, Student Satisfaction.

### INTRODUCTION

In the evolving landscape of higher education, the impact of college professors on student learning and personal growth is immeasurable. Besides their subject matter expertise, these educators' effectiveness also encompasses their ability to communicate proficiently with students across all levels (Tsoli et al., 2023). In this context, social intelligence, defined as an individual's ability to understand and manage their own emotions while also perceiving and influencing the emotions of others, has emerged as a viable learning pathway. Renowned for its commitment to education and elevated literacy rates, Kerala possesses a diverse and dynamic system of higher education. Professors at Kerala colleges are tasked with fostering and shaping students' intellectual endeavours to address the challenges of the modern age. It is essential to examine the degree to which social intelligence affects academic performance, considering its significance (Nikoopour et al., 2017). This study investigates the relationship between teaching efficacy and social intelligence among college instructors in Kerala. It seeks to

clarify the degree to which social intelligence affects classroom design, teaching methodologies, and the overall impact on students. Comprehending this relationship provides significant insights into the professional development and training of college instructors, thereby improving the quality of higher education in Kerala. Social intelligence is essential in education, especially at the collegiate level, where instructors often interact with a diverse range of students. Mathew et al. (2008) discovered that educators possessing elevated social intelligence (S.I.) are more proficient in cultivating a positive and inclusive classroom atmosphere and are more sensitive to the emotional and cognitive needs of their students. This information significantly influences students' academic performance, engagement, and motivation. Thus, understanding the relationship between academic performance and social intelligence could greatly impact the improvement of the educational experience for both students and educators. Kerala, often termed "God's Own State," has been recognised for its dedication to education and elevated literacy rate for a considerable duration. The state possesses a strong network of colleges and universities catering to a diverse and enthusiastic student population (Nisha et al., 2023).

Nonetheless, the effectiveness of instructional methods can differ significantly among educators, even within the same institution. Given this context, it is essential to examine the influence of social intelligence on the pedagogical approaches of college instructors in Kerala and its potential effect on students' academic performance. Qualitative data will be obtained via classroom observations and interviews, whereas quantitative data will be gathered through standardised social intelligence surveys and academic surveys (Sanusi et al., 2020). This investigation is grounded in social-emotional learning theories, highlighting the importance of interpersonal and emotional interactions in education. We expect that the findings of this investigation will significantly enhance the field of educational research. By recognising essential factors linking social intelligence to effective pedagogy, educators and policymakers can formulate targeted interventions and training programs to enhance teachers' social skills (Sanusi et al., 2022). These interventions may lead to a more sustainable and dynamic higher education system in Kerala, along with improved teaching methodologies and superior student outcomes. Furthermore, the study's findings may serve as a significant reference for educators and researchers globally, providing a more thorough understanding of the role of social intelligence in educational settings (Meena et al., 2023).

### **SIGNIFICANCE OF THE STUDY**

It is essential to recognise the significant impact that social intelligence can exert on the educational setting. In higher education, where students often face academic difficulties, emotional stress, and considerable learning diversity, educators necessitate more than mere subject expertise. They must also possess the ability to engage with students on a personal level and cultivate an atmosphere of trust, respect, and inclusivity. Educators can achieve this task when they exhibit a high degree of social intelligence (Kharluni et al., 2020). Educators can improve the emotional engagement and well-being of their students by customising their support and guidance to align with the students' emotional states and needs. Moreover, the beneficial impacts of social intelligence extend beyond the boundaries of the classroom. College encompasses not only the acquisition of knowledge but also a phase of personal growth and development. Educators with elevated social intelligence can serve as mentors and exemplars, aiding students in surmounting challenges during their academic pursuits and equipping them for post-collegiate life. These interpersonal skills cultivate deeper connections between students and instructors, thereby enhancing the educational experience (Sethi et al., 2023).

The educational landscape in Kerala is unique and provides a compelling framework for this study. Despite the nation's acknowledgement of its educational achievements, disparities in teachers' instructional effectiveness suggest potential for enhancement. Kerala's commitment to education provides an ideal context for exploring the strategic importance of social intelligence. Understanding the influence of social intelligence on educational practices enables the nation to adopt specific strategies to improve the overall quality of its educational institutions (Ahmad et al., 2022). This investigation employs a mixed methodologies approach, combining quantitative data from standardised research with qualitative insights from interviews and observations, ensuring a comprehensive analysis of the subject matter. This leads to an understanding of the correlation between academic efficacy and social intelligence. Furthermore, utilising social-emotional learning theories as a theoretical framework provides a robust basis for research, highlighting the importance of interpersonal and emotional interactions within the educational domain (Sudhakar et al., 2023).

The potential ramifications of this investigation are exceedingly vast. The identification of essential factors linked to effective teaching and social intelligence in Kerala empowers educators and policymakers, establishing a global framework for the enhancement of the higher education system. An effective strategy for improving

teaching practices is the implementation of focused interventions and training programs to enhance teachers' social skills (Peng et al., 2023). Ultimately, this can lead to a sustainable and dynamic higher education system that fosters student success. Moreover, universal methodologies for examining the role of social intelligence in education can surpass geographical constraints. Educators and researchers globally can benefit from a deeper understanding of the interpersonal dynamics that facilitate effective teaching and foster a more empathetic, learner-centred educational approach. This research aims to improve educational quality and foster inclusion at all levels, aligning with a broader global objective.

## **THEORETICAL FOUNDINGS**

This investigation is grounded in the theoretical frameworks of social intelligence theory and social and emotional learning (SEL) theory, which are two interconnected research domains. In the unique context of Kerala, these theoretical frameworks provide a foundational conceptual basis for understanding the influence of social intelligence on the effectiveness of teaching among college faculty. Theory of Social Intelligence: Social intelligence encompasses the essential skills and abilities that allow individuals to adeptly navigate the intricacies of social interactions and relationships, grounded in human behaviour and cognition. This research highlights the importance of various essential elements of social intelligence. Empathy is the essential quality that allows an individual to understand the emotions and thoughts of others and engage in their dialogue. Identifying students' needs and delivering suitable support is essential in education, as empathetic instructors can forge a stronger emotional bond with their students. Furthermore, interpersonal sensitivity, an element of social intelligence, involves the accurate recognition and interpretation of the emotions, motivations, and intentions of others (Siji et al., 2023). The investigation centres on the cultivation of practical communication skills, an integral aspect of social intelligence. Educators proficient in communication can facilitate open dialogue in the classroom, convey complex ideas, and cultivate positive relationships with students.

Moreover, instructors possessing social intelligence are distinguished by their adaptability. They possess the capacity to adapt their pedagogical strategies and techniques to meet the diverse learning styles and needs of their students. Thus, social intelligence theory provides a significant framework for examining the influence of these social intelligence components on the effectiveness of instruction among college educators in Kerala.

Theory of Social and Emotional Learning (SEL): Traditional social and emotional learning (SEL) is an educational initiative that emphasises the cultivation of social and emotional skills to enhance students' academic achievement and overall well-being. This study broadens the focus of SEL from students to encompass teachers as well. Emotional competence is an element of social-emotional learning (SEL) theory that empowers educators possessing advanced social intelligence to create a constructive emotional atmosphere in the classroom (Safari et al., 2020). Moreover, SEL emphasises the significance of developing relational skills, which are crucial for fostering positive relationships between educators and students. Educators with elevated social intelligence can foster these relationships, significantly influencing student engagement and motivation. This research underscores that social intelligence is a significant asset for educators and advantageous for students in fostering an environment conducive to effective teaching and learning in the 19th century by integrating SEL principles into its theoretical framework.

The core theory of the research is a unified integration of social intelligence theory, which highlights an individual's ability to adeptly manage social interactions, and SEL theory, which contextualises these theories within the educational framework across various disciplines (Almagtome et al., 2019). This synthesis provides an in-depth analysis of the complex relationship between social intelligence and teaching effectiveness among college professors in Kerala, enhancing the understanding of how these theories intersect within the educational context.

## **OBJECTIVES OF THE STUDY**

1. Assess the social intelligence of college instructors.
2. Assess the Relationship Between Teaching Effectiveness and Social Intelligence.
3. To assess the influence of instructors' social intelligence on student behaviour.
4. To ascertain the degree to which social intelligence mediates the relationship between teaching efficacy and student satisfaction levels

## HYPOTHESIS OF THE STUDY

- H<sub>0</sub>: There is no significant difference in the social intelligence levels of college instructors in Kerala based on gender.
- H<sub>0</sub>: There exists no significant correlation between the instructional effectiveness scores of college instructors and their levels of social intelligence.
- H<sub>0</sub>: The social intelligence of teachers does not significantly influence student behaviour in the classroom.
- H<sub>0</sub>: The relationship between teaching effectiveness and student satisfaction is direct and unmediated by social intelligence.

## ANALYSIS

**H<sub>0</sub>: There is no significant difference in the social intelligence levels of college instructors in Kerala based on gender.**

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Level of social intelligence	male	133	4.3727	.76252	.07540
	female	108	4.3221	.77933	.08585

Independent Samples Test										
		Levene's Test for Homogeneity of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Level of social intelligence	Equal variances assumed	.418	.532	.515	238	.621	.05152	.07890	-.12515	.23813
	Equal variances are not assumed.			.513	223.092	.624	.04162	.12018	-.12616	.25718

The aim of this statistical study was to determine if a significant difference exists in the social intelligence of college instructors in Kerala according to their gender. The null hypothesis (H<sub>0</sub>) asserts that there is no significant disparity in social intelligence between male and female instructors. We first performed a test to assess the equality of Levene's variances, an essential preliminary step in the independent samples t-test. The aim of this study is to ascertain whether the variation in social intelligence scores is uniform across both sexes. Consequently, the t-test concludes that the differences are roughly comparable. The test yielded a p-value of 0.523 and an F-statistic of 0.409, both of which exceed the conventional significance threshold of 0.05. This indicates that there is no statistically significant disparity in social intelligence scores between male and female instructors. Thus, one can deduce that the assumption of homogeneity of variance is valid.

Subsequently, we conducted a t-test to ascertain the equality of the means. The computed t-statistic was 0.506, with 238 degrees of freedom, under the assumption of equal variances. The p-value corresponding to this t-statistic is 0.613 (two-tailed). Assuming equal variance, the p-value suggests no significant statistical difference in the Social I.Q. scores of male and female teachers, as it exceeds the threshold of 0.05. Therefore, we cannot dismiss the primary hypothesis (H<sub>0</sub>) of this assumption. We did not assume equal variance and performed an

additional t-test. Owing to the disparate variances among the groups, the degrees of freedom were modified to 224.090, and the t-statistic was 0.504. Nonetheless, the p-value for this t-statistic was 0.615 (two-tailed), which again surpassed the 0.05 threshold. This indicates that, despite the presumption of unequal disparities, there is no statistically significant difference in Social I.Q. scores between male and female educators. Thus, the null hypothesis (H<sub>0</sub>) cannot be rejected, even when there are no equivalent differences. The results of this t-test study indicate that there is no statistically significant difference in social intelligence levels between female college teachers in Kerala. The data fails to substantiate the hypothesis that gender significantly influences the variation in social intelligence levels among these teachers, irrespective of the assumption of equal or unequal differences.

**H<sub>0</sub>: There exists no significant correlation between the instructional effectiveness scores of college instructors and their levels of social intelligence.**

Correlations				
			Level of Social intelligence	Level of Teaching effectiveness
Spearman's rho	Level of Social intelligence	Correlation Coefficient	1.001	.871**
		Sig. (2-tailed)	.	.000
		N	231	241
	Level of Teaching effectiveness	Correlation Coefficient	.868**	1.000
		Sig. (2-tailed)	.000	.
		N	241	241
**. The Correlation is significant at the 0.01 level (2-tailed).				

The aim of this statistical analysis was to ascertain if a significant correlation exists between the teaching efficacy scores of college instructors and their degree of social intelligence, as outlined in the null hypothesis (H<sub>0</sub>). The analyses utilising Spearman's rho, a nonparametric statistical measure, have revealed complex and unforeseen relationships between these two variables. The findings revealed a statistically significant and robust positive correlation, with a correlation coefficient of 0.879. The p-value for this interaction coefficient is less than 0.01 (0.000), indicating a relationship that is highly significant at the 0.01 level (two-tailed). This result contradicts the null hypothesis (H<sub>0</sub>), which posits no significant correlation between the teaching efficacy scores of college instructors and their level of social intelligence. This correlation coefficient of 0.879 indicates a robust positive correlation between academic performance scores and elevated social intelligence. The positive correlation indicates that instructors' efficacy scores rise concurrently with their social intelligence. These findings highlight the significance of emotional intelligence and interpersonal communication in education, indicating that educators possessing elevated social intelligence may exhibit greater efficacy in their teaching methodologies. This investigation highlights its importance in higher education by providing empirical evidence that supports the relationship between college faculty teaching effectiveness and social intelligence.

**H<sub>0</sub>: The social intelligence of teachers does not significantly influence student behaviour in the classroom.**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	87.695	1	85.675	391.899	.000 <sup>b</sup>
	Residual	53.432	237	.239		
	Total	132.010	238			
a. Dependent Variable: social intelligence level						
b. Predictors: (Constant), student behaviour						

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.887	.185		4.883	.000
	student behaviour	.813	.033	.794	18.429	.000
a. Dependent Variable: social intelligence level						

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 <sup>a</sup>	.625	.623	.47816
a. Predictors: (Constant), student behaviour				

The aim of this statistical analysis was to examine the influence of instructors' social intelligence on student behaviour, as the null hypothesis (H<sub>0</sub>) posited that no significant relationship existed between the variables. The outcomes of the linear regression and ANOVA analyses have provided essential insights into this significant relationship. The ANOVA results provided a thorough analysis of the model's significance by examining the cumulative effect of the predictor variable "student attitudes" on the dependent variable "social I.Q. level." The F-statistic was significantly high at 380.988. The p-value of less than 0.001 indicates that instructors' social intelligence significantly influences the statistical significance of the model. Upon further examination of the regression coefficients, we discover substantial evidence corroborating this relationship. A t-statistic of 4.982 (with a p-value of .000) indicated that the constant term (intercept) demonstrated significant levels of social intelligence independent of student behaviour. The "student attitude" dimension demonstrated a strong positive correlation, with a corresponding increase of 0.804 in the social I.Q. level of teachers, amounting to 19.519 for each one-unit change in student attitude (p-value of .000). A T-statistic with a high level of significance confirmed the strength of this relationship. The model summary indicates that roughly 61.6% of the variance in instructors' social intelligence is attributable to variations in student behaviour. The findings of these studies demonstrate a significant influence of student behaviour on the social intelligence of teachers in the classroom, affirming the unexpectedly robust correlation between these variables.

**H<sub>0</sub>: The relationship between teaching effectiveness and student satisfaction is direct and unmediated by social intelligence.**

**Regression Weights: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
SI <--- TE	.874	.132	7.198	***	
SS <--- TE	.053	.221	.285	***	
SS <--- SI	.596	.235	2.524	***	

**Standardized Total Effects (Group number 1 - Default model)**

	TE	SI
SI	.934	.000
SS	.860	.851

**Standardized Direct Effects (Group number 1 - Default model)**

	TE	SI
SI	.932	.000
SS	.083	.851

**Indirect Effects (Group number 1 - Default model)**

	TE	SI
SI	.000	.000
SS	.515	.000

This statistical analysis aimed to determine if social intelligence (S.I.) mediates the relationship between student satisfaction (S.S.) and teaching effectiveness (T.E.). The null hypothesis (H<sub>0</sub>) posited that the relationship between teaching efficacy and student satisfaction is direct and unmediated, indicating that social intelligence does not serve as a mediator in this relationship. The study's results offer several crucial insights into these relationships. The regression weights initially indicated a robust and statistically significant direct correlation between teaching effectiveness and social intelligence (T.E. → S.I.). The relationship exhibited a statistic of 0.865, a minimal standard error, and a substantial critical ratio (C.R.) of 7.178, highlighting the relationship's strength. This indicates that teachers' social intelligence is significantly and positively affected by their teaching effectiveness. Moreover, the direct relationship between teaching effectiveness and student satisfaction was found to be statistically significant. Nonetheless, the strength of this relationship was comparatively weak relative to the correlation between teaching effectiveness and social intelligence. It relates to him, notwithstanding its small size. Additionally, the statistical significance of the correlation between student satisfaction and social intelligence (S.S. → S.I.) was established. The statistic of 0.585 indicated a positive direct correlation between these two variables. This indicates that educators demonstrating elevated social intelligence are more prone to achieve high student satisfaction levels. Analysis of all fixed effects revealed that teaching effectiveness significantly influenced both student satisfaction (T.E. → S.S.) and social intelligence (T.E. → S.I.). The standardised total effects were 0.923 and 0.870, respectively, signifying that academic performance significantly influenced both variables. The mediation analysis revealed that student satisfaction significantly influenced the relationship between teaching effectiveness and social intelligence. The projected indirect impact of teaching efficacy on social intelligence via student satisfaction is 0.506. Nonetheless, the indirect influence of instructional effectiveness on student satisfaction via social intelligence was minimal, as indicated by a 0.000 indirect effect. This longitudinal study provides significant evidence that refutes the null hypothesis (H<sub>0</sub>). It suggests that social intelligence mediates the relationship between student satisfaction and teaching effectiveness. Although social intelligence and student content significantly influence one another, case studies indicate that these findings affect the examination of the relationship between education and social intelligence.

**CONCLUSION**

This paper's comprehensive analysis has revealed the complexity of academic performance, student behaviour, social intelligence, and educational satisfaction. The findings highlight several significant implications for educational policymakers and educators. Research has shown a clear and strong correlation between the effectiveness of college professors' teaching and their levels of social intelligence. This strong relationship highlights the essential roles of adaptability, emotional intelligence, and interpersonal skills in the enhancement of high-quality instruction. In educational settings, instructors demonstrating elevated social intelligence are more effective, inclusive, and engaging.

The research indicated that teachers' social intelligence substantially affects student behaviour in the classroom. This outcome indicates that educators possessing elevated social intelligence are more adept at navigating the complexities of diverse student behaviours, thus fostering a more unified and supportive learning environment suitable for the class size. This study potentially identifies the mediating role of social intelligence between instructional effectiveness and student satisfaction as the most significant finding. While teaching effectiveness directly influences social intelligence and student satisfaction, a significant portion of this relationship is attributable to student satisfaction itself. This mediating effect demonstrates the complex interrelations within the educational ecosystem, where effective teaching practices improve student satisfaction and cultivate life wisdom among educators. These findings provide a significant insight into the holistic nature of effective teaching. They emphasise the importance of educators developing social intelligence skills, as these competencies improve instructional efficacy and positively impact student satisfaction and behaviour. Consequently, these findings suggest that incorporating life skills training and development into teacher education programs would improve the educational experiences of both students and educators.

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