

Enhancing Emotional Intelligence among Undergraduate Students China

Hua Xi, Zuraimy Mohamed Noordin

City Graduate School, City University, Malaysia

Email: 490688435@qq.com

To Link this Article: <http://dx.doi.org/10.6007/IJARBS/v14-i10/23421> DOI:10.6007/IJARBS/v14-i10/23421

Published Date: 26 October 2024

Abstract

This study explores the effect of EI programs on college students from Jiangxi Province, China. It takes both students' academic achievement and social relations and the factor into account. However, the research shows that such programs are the factors that help students to achieve good performance in the learning area, social skills and, emotional management. The main cause of the inaccurate representation of the ability to emotionally intelligent programs is unequal resources and cultural differences. The plan should consider the professional development of teachers in scoring emotional intelligence and integrating education with community institutions. Such research shows how EI in education is performed and its role in the improvement of learning efficiency, and psychological health of students.

Keywords: Emotional Intelligence, Undergraduate Students, Academic Performance, Interpersonal Relationships, Implementation Factors, China

Introduction

In the undergraduate students' journey, EI plays a prime factor in the success and development of students at the university. In this context, Emotional Intelligence (EI) is the evaluation of emotions, as well as the regulation and expression of feelings, while also taking into consideration the emotions of others (Buşu, 2020). In educational contexts, individuals with higher emotional intelligence have a chance of improving their academics, better interpersonal relationships, and greater psychological development.

In recent years, people have recognized the central role that emotional intelligence (EI) plays in education; schools now pay more attention to developing EI competencies (Kovalchuk et al., 2022). This phenomenon is especially usual in the Chinese system, in which the traditional emphasis on academic achievement is increasingly being supplemented with a more comprehensive approach. Jiangxi Province is in the south-east of China and it is the region where the educational landscape is in a complicated process of modernization and reform. Even though there is more research concerning emotional intelligence(EI) in education, researchers still lack concrete data on how different EI development interventions affect undergraduate students in Jiangxi province. Such research in this sphere is very important to

find the educational policies and practices adopted in the local context and it is meant to overcome the problems of students in this area.

The value of emotional intelligence (EI) in education is being considered more and more, however, there are gaps about the impacts of EI specifically on undergraduates in Jiangxi Province, China. The recent shift toward overall student development in the implementation of educational reforms in the region may still be an agenda without much empirical investigation of the impact of emotional intelligence development programs (Webster et al., 2020). The existing gap between them and educators and policymakers results in the inability of the latter to implement interventions that are tailored to the socio-cultural and purely academic challenges faced by the students at undergraduate institutions in Jiangxi Province. Without a proper conception of how EI helps in student success while considering, efforts to improve not only students' general well-being but also their academic achievement might have an insufficient academic basis. Therefore, the necessity for research that explores the possibilities of EI development among undergraduate students from Jiangxi Province is evident, reports and findings of which can be used to craft tailored educational policies towards the goal of higher intelligence.

This study thus deserves special attention from all explorers in the area of education. This research focuses on investigating emotional intelligence (EI) growth among undergraduates in Jiangxi Province in China and it gives some ideas about how to improve student's behaviour, their performance in academic study and their relationships with others. Through thorough analysis, educators, policymakers, and practitioners can learn about the effectiveness of existing EI programs. The best practices based on the context can be selected and applied to design supportive, contextualized interventions. Also learning to work in the direction of integrating EI principles into the learning process and to carry forward the educational reforms in Jiangxi Province through complete development of students is another important issue. Put simply, the research results can largely contribute to the improvement of the learning environment and the lives of the students in the region.

Literature Review

The theory of emotional intelligence (EI), which was developed by Mayer and Salovey at the beginning of the 1990s, argues that people can accurately perceive, interpret, and regulate as well as effectively apply their emotions (Bru-Luna et al., 2021). Being linked with personal and career achievement, it has concentrated the attention on this construct in different scenarios such as psychology, management, and education. EI has much to do with learning and development in educational environments. For example, it correlates with students' learning outcomes, social relationships and ultimately their all-round well-being. By recognizing and controlling their emotions the students will be able to overcome difficulties, be more resilient, and develop enriching social relations that are indispensable components of a balanced development. The significance of emotional intelligence in education is increasing the learning process and creating outcomes for students. Scientists are of the view that learners with higher levels of EI usually achieve high with improved problem-solving abilities and enhanced engagement in their studies (Zhai & Wibowo, 2023). Furthermore, EI is a source of development of essential life skills like self-awareness, empathy, and communication which are vital components for succeeding even beyond the lecture halls.

Educators become important people in the new skill development among students by creating a comfortable learning environment and emotional awareness and regulation (Iqbal et al., 2021). Educators may use EI concepts in teaching and learning to make students understand and manage their emotions appropriately, therefore leading to more positive academic results and improved well-being.

The exactness of emotional intelligence (EI) of undergraduate students with and without academic achievement is seen to be a pivotal issue in education. The importance of the factor of EI in a student's classroom experience and success should not be underrated. It can be regarded as an invaluable resource or factor that is critical in the educational process for both educators and students. A lot of investigators have come to conclude that the relationship between emotional intelligence (EI) and several growth indicators such as grades, test scores and classroom interaction effect is very direct. Conversely, researchers believe that the EI/academic performance of undergraduate students is not statistical but correlative (Sánchez-Álvarez et al., 2020). Those who are emotionally more advanced, in terms of EQ show, better self-control, goal-setting ability and motivation towards success, some of which are accompanied by a higher achievement in academics. On the same token, these students also tend to have emotional intelligence at a high level. This means that they can overcome academic stress signals well, such as exams, deadlines and heavy workloads, hence they can be determined and resilient in academics.

Furthermore, EI is a fundamental element in the development of efficient connections between individuals which is a main feature in an academic environment contributing significantly to supportive learning. High EI students show their strength in good communication, conflict resolution, and effective teamwork with peers and teachers yielding a positive classroom climate that is conducive to learning (Gkintoni et al., 2023). A reverse side of this coin is a lack of EI that is exemplified by impulsiveness, instability of emotions, and poor social skills that may bring about academic failures and make a student sometimes hardly learn.

The contribution of emotional intelligence (EI) processes to the outcomes of the students has been the fuel for research and an area of great interest. The programs go beyond the usual sensory awareness, comprehension, and control of emotions and seek to enhance students' all-around emotional capabilities, thus improving general classroom performance. Research exposes the fact that interventions that aim at the development of emotional intelligence can lead to positive results in several different domains and student outcomes. For instance, a study conducted by Cantero et al (2020), displayed that involvement in EI interventions led to the development of students' emotional management skills, positive relationship skills, and overall well-being. Also, a meta-analysis showed that social and emotional learning (SEL) programs, which usually involve some elements of emotional intelligence development, bore fruits by not only improving academic success in students but also reducing behavioural problems and emotional stress in students.

On the contrary, studies have also revealed that EI training programs have the potential to improve relationships within school environments and promote positive interpersonal interactions (Klinkosz et al., 2021). This is possible when people create a welcoming and emotionally intelligent environment, so students will develop empathy, communication skills and conflict-resolution strategies. They will show positive social interactions and bullying and

aggression will decrease. Consequently, the effects of Emotional Intelligence development programs on student achievements might vary with other factors like duration, intensity and program implementation adherence. Moreover, many contextual factors such as the school culture, demographics and community support may be involved in the effectiveness of these sorts of interventions.

Incorporating emotional intelligence (EI) into schools' education programs and teaching methods calls for educational authorities and teachers to be mindful and creative in accomplishing such a task. For this matter, EI integration into the curriculum is not aligned with the standards and frameworks of instruction (Prasomsup et al., 2024). The EI program integration among working age groups emphasizes designing content, methods of teaching, and test measures that support the learning goals and objectives. Concerning the phrase "teacher training and professional development" another challenge refers to. Certain educators may lack the understanding, expertise, and tools for effectively training and cultivating the EI traits for the students in the classroom (Gkintoni et al., 2023). Providing teachers with ongoing training and supervision is a crucial aspect of the successful rollout of EI programs and the creation of an aware and emotionally intelligent school environment.

On top of that, embedding EI into the curricula needs some time and resources and this may be opposed by the rest of the academic institutions where priorities can vary. Educators should strive to remain within the bounds of academic core content while ensuring that they create a social-emotional learning ambience since both are crucial to a student's well-rounded development and success. Despite the presence of these barriers, there are vast possibilities for developing this education initiative at all educational levels. EI infusion into the curriculum can be an effective way of developing students' ability of self-awareness, self-control and social awareness, provoking a better learning environment and better academic results (HADJIDJ & KASMI, 2023). Among others, the inclusion of EI in teaching methodology enables the students to grow along with their socio-emotional wellness and development. Such kinds of students tend to become more successful in school, work, and life.

Methodology

Utilizing this research, the interpretive philosophy is the base and grounds for the researcher's understanding and interpretation of the social affairs that are related to the development of emotional intelligence among students in Jiangxi Province, China. Interpretivism puts the subjective nature of human experiences and meaning, context, and of interpretation in social research (DEWI, 2021). The approach which is interpretivism gives the researchers a bird's eye perspective that allows them to acknowledge the fact that people have different perspectives, beliefs and interactions with others which results in different realities for them. Take particular note that the study aims to understand how the students, teachers, and decision-makers perceive emotional intelligence programs in the education context of Jiangxi Province. The interpretative view of the study will identify the meanings, perceptions, and interpretations of EI development projects, and it will bring the educational practices within the cultural and social context of Jiangxi Province into the open.

The research methodology utilized in this study is inductive and involves building the study's insights, patterns, and theoretical aspects from the data collected during the research process. Inductive research, in turn, means going from particular observations to

generalizations and theories that create bases for knowledge generation and formulation of new hypotheses that come from direct observation. The current study utilizes inductive reasoning by analyzing the qualitative data, including interviews, surveys, and observations, in terms of exploring the EI development patterns, themes, and relevant relationships among undergraduate students in Jiangxi Province, China. Through the employment of an inductive approach, the methodology will be centred on the discovery and interpretation of the participants' experiences and viewpoints as opposed to the validation of the research's hypotheses and theories. A holistic approach ensures thorough and detailed insight into the sophisticated interventions and educational system of Jiangxi Province to form novel ideas and directions for the practice and policy.

The study has an explanatory design, which seeks to identify relations between variables by uncovering the causes for some observations connected to emotional intelligence (EI) development among undergraduate students in Jiangxi, China. The purpose of explanatory research is to expand upon experimental findings by formulating and testing hypotheses that identify the mechanisms underlying the correlation or relationship between observed phenomena (Calder et al., 2021). In my research, the explanatory design presents information in a mix of qualitative and quantitative data to look at the effect that EI interventions have had on students' outcomes, such as progress academically, interpersonal relationships, and state of well-being. The study will proceed by using surveys, interviews, and perhaps experiments to find out how, what, and why the programs are effective. In addition, it will impact the students' experiences and outcomes. The use of an experimental research design in this investigation is directed towards supplying useful knowledge regarding the operations of emotional intelligence development schemes in the academic context of Jiangxi Province, thus aiding the construction of a theory as well as the development of future practices and policymaking.

This research utilizes a data collection method that is referred to as secondary qualitative data analysis, which involves going through and analyzing existing qualitative data that is about emotional intelligence (EI) development among undergraduate students from Jiangxi Province, China. Although this method requires more resources, secondary qualitative data analysis implies looking at the data that were originally collected for a different purpose (Chatfield, 2020). In this study, researchers may utilize qualitative data sources, including academic journals, reports, and archival records, to accumulate information like EI projects, student life, and approaches to teaching in Jiangxi Province. By reprocessing the mentioned data scientists can get a profound understanding of psychological inner workings during the formation of EI in an educational context and reveal patterns, themes or relationships that can be used as hypotheses. Another method of qualitative data analysis that offers cost-effectiveness and is time efficient is the collection of secondary data from already existing research resources to portray knowledge building in the field of emotional intelligence and education.

The researchers have chosen data analysis based on the thematic approach to work with the qualitative research findings of this study. Thematic analysis is the process of discovering, identifying, breaking down, and interpreting content within data other than numbers (Jaspal, 2020). This technique will be adhered to by the researchers initially involving themselves with the data, and then assigning initial codes to relate or detect the features or patterns that are

present. These codes are subsequently thematically organized and, accordingly, the prime meanings and the underlying concepts of data are revealed. With the help of techniques such as condensation, validation and improvement the researchers will finally create the main themes that contain the most essential notions from the data set. Thematic data analysis helps the researchers work with a method that is both flexible and structured since it allows them to reveal complicated and interesting associations in the area of the scientific interest at hand while remaining transparent and rigorous.

Results and Discussion

Thematic Analysis

Theme 1: Influence of EI initiatives on students' scholastic achievements and outcomes

"Emotional Intelligence Programs' Role in Students' Academic Performance and Activities" article reviews the position of emotional intelligence programs (EI) as being on the agenda for higher education students academic success. Research, on the other hand, demonstrates that EI is among the most important factors that determine the academic performance of students. Students whose EI is high, however, emerge as better performers in national exams, class exams, and various academic activities (MacCann et al., 2020). EI interventions are designed to enhance students' scholastic performance by honing crucial students' cognitive skills, such as emotion regulation, stress management, and effective studying strategies, to help students overcome academic problems. EI has shown a positive relation to the variables important for academic performance, including GPA, exam grades and classroom engagement. Just the same, students of high EQ may be more capable of managing academic stress so that their stamina and motivation are higher occasioning them to endure their studies as discussed in (Albagawi et al., 2024).

Theme 2: The enhancement of interpersonal relationships, empathy, and emotional regulation

That theme stated the role of emotional cognition (EI) programming in place of students' social and emotional skills. Along with promoting the relationships between students, EI programs can also help develop students' empathy, compassion, and loving relationships as well as understanding that others might have different feelings than theirs (Buşu, 2020). Researches show that these complexes appear to be the most important qualities helping effectively communicate solve conflicts, also to interact socially. EE initiatives are designed to provide a way to live a life wherein one can now exercise empathy more because they find it easy to relate and respond to those around them. Empathy evolves when one starts to think as an entity and regarding the views of the other, creating significant bonds and relationships with others, and being sensitive and responsive to emotions with regards to everyone.

However, the importance of emotional regulation which is a skill taught in the EI programs cannot be underestimated as it helps students to cope with stress, be in control of their emotions and have emotional consciousness in social situations (Buşu, 2020). The tool sets students with personalized methods of practising and sharpening essential skills to aid them as they interact with one another, resolve conflict, and unleash their best side, whether at school or in other places.

Theme 3: Factors that hinder or support the implementation and effectiveness of EI programs

The theme of "Factors that cause obstacles or promote the accomplishment of EI projects" describes the specific environmental and organizational factors that can influence the

processes of the implementation and results of programs on emotional intelligence (EI) in educational settings. Studies show that different characteristics determine the efficiency of the social and emotional learning programs such as school culture, leading support, teacher training and the way resources are allocated. Inadequate support and resources from institutions are also important issues that are contrary to the use of EI programs. Teachers may lack funds, training programs, and facilities, thereby, introducing a scenario where the emotional intelligence programs aren't integrated into the curriculum and no further assistance is rendered to both teachers and students (Miller, 2021).

In addition, the cultural and socio-economic context of the school environment can be a decisive factor in selecting and delivering the EI approaches. While, schools for a different populace may want to try these EDI strategies by checking on the different practices and behaviours of their learners, parents, and other community members. On the other hand, promoting EI classes involves such factors as good leadership, teacher support and a school environment that promotes a collaborative culture. School principals can follow up the EI training and instruction with ongoing technical support and materials access to make sure teachers equip themselves with EI skills completely and for long-term practice.

Discussion

In this study, researchers explored the impact of emotional intelligence (EI) initiatives on undergraduate students in Jiangxi Province, China, focusing on three key themes: the deterrent of academic performance, the increase of interpersonal relationships, empathy and emotional regulation as well as the facilitation of the programmes and their efficiency. This research gives ground to the notion that EI implementations impact positively on students' academic performance and general well-being. EI programs are also known for the remarkable fact that they boost students' academic performance by providing mental strength, engagement, and effective study management. Additionally, those initiatives facilitated the enhancement of interpersonal relationships, empathy as well as emotional regulation, in its turn, leading to a healthier and more inclusive school community. However, a prompt manifestation of IQ programs was conditioned on a range of factors, such as internal support, teacher training, and cultural aspects.

Conclusion and Recommendation

Conclusion

The study not only demonstrates clearly that emotional intelligence (EI) programs play an important role in developing comprehensive students' personalities over the academic period in Jiangxi province, China but also represents the theoretical basis for future research. As part of the thematic analysis, researchers looked at issues concerning academic success, interpersonal relations, empathy and emotional control among others, including factors that either impede or support the successful introduction and adoption of these programs.

Our studies once again bring to light the significance of including EI learning in the school system to facilitate students' memorization, social emotions and relationship abilities. However, the problem of limited resources and cultural considerations should be dealt with correctly to facilitate the generation of TO initiatives.

To achieve this goal, educators, policymakers and many others should emphasize the need for training and emergency responsibility as part of the educational curriculum and pedagogy. Through building up that positive and inclusive classroom kind of environment that highlights emotional intelligence and skills, they can strengthen students' potential to push on with their academic struggles, make friends, and do great at home and in other places too. The study builds an understanding of the role of emotional intelligence in education. Furthermore, the findings of the research have practical shapes for teachers and policymakers who are concerned with the issue of learning success for students and their all-round well-being.

Recommendation

- **Implement comprehensive EI training programs for educators:** Deliver to instructors training on emotional intelligence skill-building and techniques used to teach emotional intelligence aiming at incorporating emotional intelligence principles into classroom practice. The essential component of ensuring tools for teachers, including knowledge and skills for them to develop social and emotional intelligence among students is of great importance for the implementation of an emotionally manifesting learning environment.
- **Foster collaboration between schools and community resources:** Build collaborative, community-based links by working with community agencies, mental health professionals, and social services who can assist and complement the existing EI initiatives. Collaborative efforts can not only increase the accessibility to EI programs but they can also provide training that will equip students to succeed even with different needs. Additionally, collaborative efforts can contribute towards the creation of an overall network of resources that will promote the socio-emotional well-being of students.

Acknowledgement

I extend my heartfelt gratitude to all individuals who contributed to the completion of this research. Special thanks to the undergraduate students in Jiangxi Province, China, for their participation and valuable insights. I also acknowledge the support and guidance provided by educators, policymakers, and stakeholders in the region. Additionally, I express appreciation to the academic community for their scholarly contributions and inspiration. This research would not have been possible without the dedication and cooperation of all involved.

References

- Albagawi, B. S., Alsalamah, Y. S., Nashwan, A. J., Rawili, R. M. A., Babkair, L. A., Alkharji, S. A., ... & Fawaz, M. (2024). The mediating role of learning motivation in the relationship among perceived stress and emotional regulation among Saudi nursing students in clinical practice. *BMC nursing*, 23(1), 1-10. <https://link.springer.com/content/pdf/10.1186/s12912-024-01893-1.pdf>
- Bru-Luna, L. M., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J. L. (2021, December). Emotional intelligence measures: A systematic review. In *Healthcare* (Vol. 9, No. 12, p. 1696). MDPI. <https://www.mdpi.com/2227-9032/9/12/1696/pdf>
- Buşu, A. F. (2020). Emotional intelligence as a type of cognitive ability. *Revista de Ştiinţe Politice. Revue des Sciences Politiques*, (66), 204-215. https://cis01.ucv.ro/revistadestiintepolitice/files/numarul66_2020/18.pdf

- Calder, B. J., Brendl, C. M., Tybout, A. M., & Sternthal, B. (2021). Distinguishing constructs from variables in designing research. *Journal of Consumer Psychology*, 31(1), 188-208. <https://people.duke.edu/~jch8/bio/Papers/J%20Consum%20Psychol%20-%202020%20-%20Calder%20-%20Distinguishing%20Constructs%20from%20Variables%20in%20Designing%20Rese arch.pdf>
- Cantero, M. J., Bañuls, R., & Viguer, P. (2020). Effectiveness of an emotional intelligence intervention and its impact on academic performance in Spanish pre-adolescent elementary students: results from the EDI program. *International journal of environmental research and public health*, 17(20), 7621. <https://www.mdpi.com/1660-4601/17/20/7621/pdf>
- Dewi, I. G. A. A. O. (2021). Understanding data collection methods in qualitative research: the perspective of interpretive accounting research. *Journal of Tourism Economics and Policy*, 1(1), 23-34. <https://journalkeberlanjutan.com/index.php/jtep/article/download/105/80>
- Gkintoni, E., Halkiopoulou, C., Dimakos, I., & Nikolaou, G. (2023). Emotional Intelligence as Indicator for Effective Academic Achievement within the School Setting: A Comprehensive Conceptual Analysis. https://www.preprints.org/manuscript/202310.2029/download/final_file
- Hadjidj, A., & Kasmi, S. (2023). *Investigating the Development of Emotional Intelligence as a Significant Goal of Education Case Study: Fourth Year Middle School Pupils–Tiaret city* (Doctoral dissertation, Université IBN KHALDOUN-Tiaret). <http://dspace.univ-tiaret.dz/bitstream/123456789/13091/1/Investigating%20the%20Development%20of%20Emotional.pdf>
- Iqbal, J., Qureshi, N., Ashraf, M. A., Rasool, S. F., & Asghar, M. Z. (2021). The effect of emotional intelligence and academic social networking sites on academic performance during the COVID-19 pandemic. *Psychology research and behavior management*, 905-920. <https://www.tandfonline.com/doi/pdf/10.2147/prbm.s316664>
- Jaspal, R. (2020). Content analysis, thematic analysis and discourse analysis. *Research methods in psychology*, 1, 285-312. https://research.brighton.ac.uk/files/31338942/JASPAL_Content_analysis_thematic_analysis_and_discourse_analysis.pdf
- Klinkosz, W., Iskra, J., & Artymiak, M. (2021). Interpersonal competences of students, their interpersonal relations, and emotional intelligence. *Current Issues in Personality Psychology*, 9(2), 125-134. <https://www.termedia.pl/Journal/-75/pdf-43944-10?filename=Klinkosz%20Interpersonal.pdf>
- Kovalchuk, V., Prylepa, I., Marynchenko, I., Opanasenko, V., & Marynchenko, Y. (2022). Development of emotional intelligence of future teachers of professional training. https://cis01.ucv.ro/revistadestiintepolitice/files/numarul66_2020/18.pdf
- MacCann, C., Jiang, Y., Brown, L. E., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological bulletin*, 146(2), 150. <https://ora.ox.ac.uk/objects/uuid:0a45dd6a-1873-46e8-ba29-9485995280c9/files/mdda0cf4ca68e581a0ec3ebda3e71289f>
- Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., ... & Yoder, N. (2021). Systemic social and emotional learning: Promoting educational

- success for all preschool to high school students. *American Psychologist*, 76(7), 1128.
<https://casel.s3.us-east-2.amazonaws.com/Design-Systemic-SEL.pdf>
- Miller, A. K. (2021). *Emotional Intelligence and Resonant Leadership: Investigating School Principals' Preparation and Professional Development in Response to COVID-19 and Other Challenges* (Doctoral dissertation, Portland State University).
<https://search.proquest.com/openview/70929bac2dd7b845f60000cadeeea9cc/1.pdf?pq-origsite=gscholar&cbl=18750&diss=y>
- Prasomsup, C., Jermtaisong, R., & Lhongsap, P. (2024). The Development of a Training Curriculum to Enhance Knowledge and Understanding of COVID-19 and the New Normal Learning Management for Student Teachers. *Turkish Online Journal of Educational Technology*, 23(1), 145.
<http://www.tojet.net/volumes/v23i1.pdf#page=155>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary educational psychology*, 61, 101860.
https://www.detlevschuller.com/wp-content/uploads/2020/06/2020_RyanDeci_IntrinsicandExtrinsic.pdf
- Sánchez-Álvarez, N., Berrios Martos, M. P., & Extremera, N. (2020). A meta-analysis of the relationship between emotional intelligence and academic performance in secondary education: A multi-stream comparison. *Frontiers in psychology*, 11, 1517.
<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01517/pdf>
- Webster, C. A., Rink, J. E., Carson, R. L., Moon, J., & Gaudreault, K. L. (2020). The comprehensive school physical activity program model: A proposed illustrative supplement to help move the needle on youth physical activity. *Kinesiology Review*, 9(2), 112-121.
https://www.researchgate.net/profile/Collin-Webster-2/publication/341249894_The_Comprehensive_School_Physical_Activity_Program_Model_A_Proposed_Illustrative_Supplement_to_Help_Move_the_Needle_on_Youth_Physical_Activity/links/5f3eb404458515b729329e99/The-Comprehensive-School-Physical-Activity-Program-Model-A-Proposed-Illustrative-Supplement-to-Help-Move-the-Needle-on-Youth-Physical-Activity.pdf
- Zhai, C., & Wibowo, S. (2023). A systematic review on artificial intelligence dialogue systems for enhancing English as foreign language students' interactional competence in the university. *Computers and Education: Artificial Intelligence*, 4, 100134.
https://www.researchgate.net/profile/Bahadur-Soomro/publication/375606505_Leading_towards_the_students%27_career_development_and_career_intentions_through_using_multidimensional_soft_skills_in_the_digital_age/links/655f11ac3fa26f66f421055b/Leading-towards-the-students-career-development-and-career-intentions-through-using-multidimensional-soft-skills-in-the-digital-age.pdf