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Generative AI and emotional intelligence support and development in higher education

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Abstract

This study examines the intersection of Generative Artificial Intelligence (GAI) and Emotional Intelligence (EQ) development in higher education contexts. Through a non-experimental quantitative approach, 563 participants (48 faculty members and 515 students) were surveyed to explore perceptions of GAI's potential to enhance EQ skills in educational settings. Results indicate that both faculty (52%) and students (54%) generally support integrating GAI tools into online learning environments to develop emotional intelligence capabilities. Thematic analysis revealed three key areas: GAI's support for emotional intelligence through writing assistance and conflict resolution; benefits, including improved communication and increased confidence in expression; and challenges such as over-reliance on technology and implementation concerns. The findings suggest that GAI can serve as a valuable supplementary tool for enhancing emotional intelligence skills, especially for students with diverse learning needs and communication styles. This research contributes to understanding how emerging technologies can complement traditional approaches to emotional intelligence development while highlighting the importance of establishing ethical guidelines and proper implementation strategies in educational environments.

Keywords: emotional intelligence, EQ, generative AI (GAI), higher education, and artificial intelligence (AI)

Introduction

The intersection of Generative Artificial Intelligence (GAI) and Emotional Intelligence (EQ) is an important frontier in both technological advancement and human development. As our world becomes increasingly digital, understanding how GAI can support and enhance emotional intelligence has become crucial for educators, business leaders, faculty, and students. EQ - encompassing self-awareness, empathy, social skills, and emotional regulation - has long been recognized as a critical factor in personal and professional success. While GAI has shown remarkable capabilities in processing and generating human-like responses, its potential role in developing and augmenting human emotional intelligence remains a relatively unexplored territory.

Studying the intersection of GAI and EQ is particularly timely because it addresses a fundamental question: Can technology, often criticized for diminishing human connection, actually help people become more emotionally intelligent? This research has implications for various fields, from therapeutic interventions to leadership development programs, and could provide insights into new methods for EQ training and

assessment. Furthermore, as organizations increasingly integrate GAI tools into their operations, understanding how these technologies can support rather than suppress emotional intelligence becomes essential for maintaining healthy workplace dynamics and effective human relationships.

This study aimed to investigate educators' and students' perceptions of how Generative Artificial Intelligence (GAI) can support the development of emotional intelligence in educational settings. In general, the study seeks to examine the perspectives to understand the potential role of GAI as a tool for enhancing emotional intelligence skills, including self-awareness, empathy, social skills, and emotional regulation. This research is particularly timely as educational institutions increasingly integrate GAI technologies into their curriculum, raising questions about how these tools might be leveraged beyond traditional academic subjects, including sociopolitical environments.

The dual focus on both educators and students provides a comprehensive view of GAI's perceived utility in EQ development from different stakeholder perspectives. Educators' insights will reveal their professional assessment of GAI's potential as a pedagogical tool for emotional intelligence instruction, including perceived benefits, limitations, and practical implementation challenges. Meanwhile, students' perspectives will offer valuable insights into the end-user experience, their comfort level with using GAI for emotional development, and their views on its effectiveness compared to traditional EQ learning methods.

Overall, the research aimed to contribute to the growing body of knowledge around GAI applications in education while specifically addressing the understudied area of emotional intelligence development. The findings will have practical implications for educational policymakers, curriculum designers, and teachers who are considering implementing GAI-based tools for EQ development. Additionally, this research seeks to explore potential barriers, concerns, and opportunities that should be considered when integrating GAI into emotional intelligence education programs.

Literature Review

The literature review was conducted using primarily Google Scholar and some from ProQuest search engines. The following keywords were used to retrieve relevant research over the past ten years.

- Emotional Intelligence
- EQ
- Artificial Intelligence and Generative AI (GAI)
- Relationship between GAI and EQ
- Implications of AI on EQ
- AI facilitating EQ
- Challenges of AI on EQ

Each search yielded different results that included about 100,000 articles, and other search terms that resulted in around 8,000 articles. Most of the literature was chosen based on the relevance of artificial intelligence in the educational context. The literature was narrowed down to peer-reviewed publications from 2014-2024 that supported the application in emotional intelligence development, focused on generative AI tools and emotional learning, or discussed the intersection of technology and emotional competencies in education, corporate, or therapeutic settings. The exclusion criteria eliminated general AI education studies without EQ focus, purely technical AI papers, and studies predating GAI developments. This filtering process resulted in 22 core sources to ensure accurate, valid, and relevant knowledge related to current research. It is important to note that the intersection of GAI and emotional intelligence is an

emerging field with limited empirical research. This is especially true regarding stakeholder perceptions in educational contexts. Consequently, this research is essential for informing future implementation strategies and theoretical development.

The relationship between artificial intelligence and emotional intelligence has evolved over the past three years. Initial research in emotional intelligence established fundamental frameworks defining it as a set of interconnected abilities: recognizing and managing one's own emotions, understanding and responding to others' emotions, and using emotional information to guide behavior and decision-making (Akers & Porter, 2003). These early theories helped shape the understanding of emotional intelligence as a learnable skill rather than a fixed trait. The field of artificial intelligence initially approached emotions through the lens of recognition and basic response generation.

Early developments in affective computing established groundwork for machines to detect and respond to human emotional states (Picard, 2000). This technological foundation led to various applications in educational settings, where systems were designed to recognize students' emotional states and adapt learning experiences accordingly. Emotional intelligence as a learnable skill rather than a fixed trait has profound implications for educational settings, where the structured development of these capabilities has become increasingly important (Purushothaman, 2021). Educational institutions have traditionally approached emotional intelligence development through interpersonal interactions, mentoring relationships, and experiential learning opportunities, recognizing their crucial role in student success and professional development (Wandhe, 2024).

The Future of Generative AI and EQ

The continued evolution of artificial intelligence technologies, especially GAI, has introduced new possibilities for supporting emotional intelligence development in educational contexts (Bahroun et al., 2023). Initial developments in this field focused primarily on basic emotional recognition and response generation, establishing fundamental capabilities for machines to detect and respond to human emotional states (Elyoseph et al., 2024). These early advances laid the groundwork for more sophisticated applications in educational settings, where systems could begin to recognize student emotional states and adapt learning experiences accordingly (Licardo & Lipovec, 2023).

This progression from basic emotional recognition to adaptive learning systems showcases a shfit in how technology can support human development. It moves beyond simple detection to meaningful educational intervention. This leads to various applications in educational settings, where systems were designed to recognize student emotional states and adapt learning experiences accordingly. Consequently, the integration of these technologies has prompted important questions about how artificial intelligence might complement traditional approaches to emotional intelligence development in higher education.

Recent research has demonstrated promising applications of generative GAI in supporting emotional intelligence development (Keshishi & Hack, 2023). For example, research has explored how human-AI interactions might influence emotional understanding and expression (Zahira et al., 2023). This is especially important to explore in educational environments. Studies suggest that practicing emotional communication with GAI systems can provide unique learning opportunities where individuals feel safe to explore and develop their emotional capabilities (Mantulenko et al., 2024). This is especially important as students can explore without fear of judgment or social consequences (Sethi & Jain, 2024). While these applications show promise, the effectiveness of GAI in emotional intelligence development depends heavily on implementation quality and pedagogical design. The key lies in creating systems that enhance rather than replace human emotional learning experiences.

However, this integration also presents significant challenges and considerations. Critics raise valid concerns about the authenticity of AI-mediated emotional interactions and their potential impact on genuine human emotional development (Rostami & Navabinejad, 2023). This is especially true in developing deep empathy and authentic emotional connections (Bozdağ, 2024). These concerns highlight a fundamental tension in AI-assisted emotional learning: while GAI can provide safe practice environments and personalized feedback. It cannot replicate the complexity and unpredictability of genuine human emotional interactions that are essential for developing robust emotional intelligence. Even though these challenges exist, the controlled nature of educational and professional training environments may offer the ideal testing ground for GAI applications, where structured learning objectives can help maximize benefits while minimizing potential drawbacks. Meanwhile, practical applications in corporate settings have shown promising results in using GAI tools for emotional intelligence training, particularly in areas such as active listening, empathy development, and emotional awareness (Hammad, n.d.).

The Relationship between AI and EQ

Understanding the relationship between GAI and emotional intelligence development becomes particularly crucial as educational institutions increasingly integrate GAI technologies into their curricula. This integration raises important questions about how these tools might be leveraged beyond traditional academic subjects to support the development of essential emotional and social capabilities. The intersection of these fields represents a significant opportunity to enhance emotional intelligence education while maintaining the fundamental human elements that make it effective (Nadeem, 2024). All in all, the current landscape reveals both opportunities and limitations in using GAI for EQ development. While early results suggest potential benefits in emotional skills training, the field lacks a comprehensive understanding of long-term impacts. Additionally, ethical considerations regarding artificial systems' role in emotional development remain largely unexplored, highlighting the need for careful examination of implementation practices and potential consequences.

The Technology Acceptance Model (TAM) and Emotional Intelligence

The Technology Acceptance Model (TAM) provides a useful framework for understanding and predicting the adoption of generative AI tools for emotional intelligence development in educational settings (Davis, 1989). TAM posits that perceived usefulness and perceived ease of use are primary determinants of technology acceptance and utilization. In the context of GAI for emotional intelligence, educators' and students' perceptions about the utility of these tools in enhancing emotional skills, alongside their perceived accessibility and user-friendliness, significantly influence implementation success. Thus, when stakeholders perceive GAI-based emotional intelligence tools as both beneficial to learning outcomes and straightforward to integrate into existing educational frameworks, adoption rates can increase substantially (Alenezi, 2024).

TAM's extended frameworks, which incorporate social influence and facilitating conditions, illuminate the importance of institutional support and peer attitudes in the integration of GAI for emotional intelligence education (Al-kfairy, 2024). Educational institutions that provide robust technical infrastructure, clear implementation guidelines, and professional development opportunities can witness greater acceptance of these technologies (Lawless & Pellegrino, 2007).

Additionally, cultural factors within educational environments, including attitudes toward technology-mediated emotional learning and existing emotional intelligence pedagogies, shape adoption patterns across different contexts (Donkor, 2013). Essentially, the TAM perspective ultimately underscores that successful integration of GAI for emotional intelligence development requires not only technological sophistication but also careful attention to user perceptions, institutional readiness, and the alignment of these tools with established educational values and practices.

Methodology

This non-experimental quantitative study evaluates the faculty and students' perception of the role GAI plays in EQ. This study will help provide a better understanding of how faculty and students perceive the potential of Generative AI in developing emotional intelligence skills in educational settings. The outcome will provide valuable insights into the opportunities and challenges of integrating GAI tools for EQ development based on direct feedback from educators and learners who are at the forefront of this technological and educational intersection. This feedback will be crucial in understanding both the practical applications and limitations of using GAI for emotional intelligence development in educational contexts. The study used a survey containing 6 quantitative 1-5 (1- Strongly Disagree, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree) Likert scale questions and 3 open-ended responses created using Microsoft Forms. The data was cleaned and analyzed using Excel.

Participants

Before interacting with participants, the researchers submitted a full research proposal, including survey questions, to the IRB board. The researchers gained full IRB approval in accordance with the DHHS Regulation for the Protection of Human Subjects (45 CFR 46). Participants were recruited using the school directory for faculty and students' emails. The survey was sent to faculty members through the University Center for Teaching and Learning (CTL) department. Surveys sent to the students were emailed through the Assistant Dean of Students (ADOS). The participants were informed of the project and risks, and participation in the survey was voluntary. Participants included current faculty and students. The participants who did not meet the criteria were excluded from participation. According to Wang & Sbeit (2017), social constructivist philosophy states that learning is a social process in which individuals take responsibility for their learning while respecting the contributions of other peers and group members. Therefore, the survey helped provide a better understanding of how students and faculty perceive the learning experience at PG.

Data Collection

This project utilizes data collected from a survey sent to students and faculty. The participants were recruited from the PG School of Business and IT faculty and student email lists. The link to the survey was sent by email from CTL and ADOS. The participant received the informed consent form with the survey. The informed consent included the study's background, who was conducting the study, how the information would be used, and contact information to cancel participation. The participants were able to access the survey through an online browser or their mobile device. Data was cleaned and analyzed using Excel. The data analysis will include answering the following questions:

1. How do educators perceive the potential role of Generative AI in developing students' emotional intelligence skills in educational settings?
2. What are students' attitudes and expectations regarding the use of GAI tools for enhancing their emotional intelligence capabilities?
3. What are the perceived opportunities and barriers for implementing GAI-based emotional intelligence development tools in educational environments, as identified by both educators and students?

To ensure the anonymity of the survey participants, in using Microsoft Forms, the researchers will not be collecting IP addresses. In addition, the survey will not collect any demographic information to ensure the survey remains anonymous and to protect the participants' privacy. The data was collected over 2 weeks. The data collected and analyzed will be stored in Microsoft Vault using dual-factor authentication. The researchers will be the only people to have access. The data will be kept for 5 years per the IRB

requirements. After 5 years, the data will be disposed of by wiping the folder in the Microsoft Vault permanently since there will be no sensitive information collected.

Statistical Analysis

The data was collected using quantitative and qualitative responses from the survey. The following Likert scale was used to measure participants' responses, scale 1-5 (1- Strongly Disagree 2- Disagree 3-Neutral, 4-Agree 5-Strongly Agree). The Likert-based questions were analyzed using Excel, generating cumulative counts, histograms, graphs, and relevant charts to better visualize the data for the five questions listed in the data collection section. The open-ended responses were analyzed to look for common themes related to the research and perception of GAI and support for emotional intelligence in higher education. Statistical analysis of the data will help the researchers understand and address stakeholder perspectives (faculty and students) while exploring the practical implications of GAI implementation for EQ development. The cumulative counts, median, and percentages were performed between critical responses on the survey to see if there is a relationship between certain beliefs and how respondents generally answered the survey.

Results

This study aimed to provide a better understanding of how faculty and students perceived the effectiveness of GAI and its ability to support the development of emotional intelligence in higher education. The survey will help determine room for improvement for future advancement within the program. The population size for this survey included 18,974 (n = 18,974) sent via email by the CTL and ADOS departments to faculty and students. The data was collected over 2 weeks and yielded 568 responses, of which 5 responses were discarded due to the participants not meeting the criteria. Therefore, the sample size was 563 (n = 563). The sample size was appropriate in determining the overall satisfaction with the online cybersecurity program at PG. The sample size n = 563 included 48 faculty and 515 student responses and is shown in Table 1.

Table 1. Participants

	Total Responses (n = 563)	Percentage
Faculty	48	9
Student	515	91

The Technology Acceptance Model (TAM) was developed to determine whether a given technology contributes to overall organizational performance. It examines the relationship between external stimuli, cognitive response, affective response, and behavioral response. According to Davis (1987), TAM is designed to evaluate why users accept or reject technology and how design influences acceptance. This analysis provided researchers with deeper insights into the varying perspectives of PG students and faculty regarding the acceptance of GAI in supporting, enhancing, or integrating emotional intelligence into online higher education through evaluation of the participants' perceived usefulness, perceived ease of use, intention to use, and actual use.

Table 2 presents the median responses for each question. The median response from participants suggests a general agreement that GAI can effectively support students with unique needs, aid in developing emotional intelligence skills, enhance academic performance, improve communication with peers and professors, and accommodate various learning styles. A median score of 4 for each of the six ranked questions indicates that at least half of the respondents rated their agreement at or above 4.

Table 2. Median Responses for each Question.

Question	N	Median
1. Do you think generative AI tools can effectively address the unique needs of students with varying emotional intelligence levels?	563	4
2. Do you believe generative AI can play a role in developing skills related to emotional intelligence (e.g., self-awareness, empathy, adaptability)?	562	4
3. Do you think generative AI tools can help improve students' communication skills with various groups in higher education (e.g., students, professors, administrators)?	562	4
4. Do you think generative AI tools can enhance students' academic performance and learning outcomes in the classroom?	563	4
5. Do you think generative AI tools can effectively assist students with diverse learning preferences (e.g., visual, auditory, kinesthetic) and communication styles?	562	4
6. Do you think generative AI should be incorporated into online classroom assignments to support emotionally intelligent learning?	561	4

RQ1: 1.How do educators perceive the potential role of Generative AI in developing students' emotional intelligence skills in educational settings?

Figure 1 presents the responses regarding using AI in online learning in supporting EQ. After analyzing the final responses from students and faculty, 52% of faculty members either agreed or strongly agreed that GAI should be incorporated into online learning to support emotional intelligence, while 54% of students shared the same perspective. Although both groups generally favored the use of GAI in online learning, 31% of faculty and 20% of students opposed its use, whereas 26% of students and 17% of faculty remained neutral.

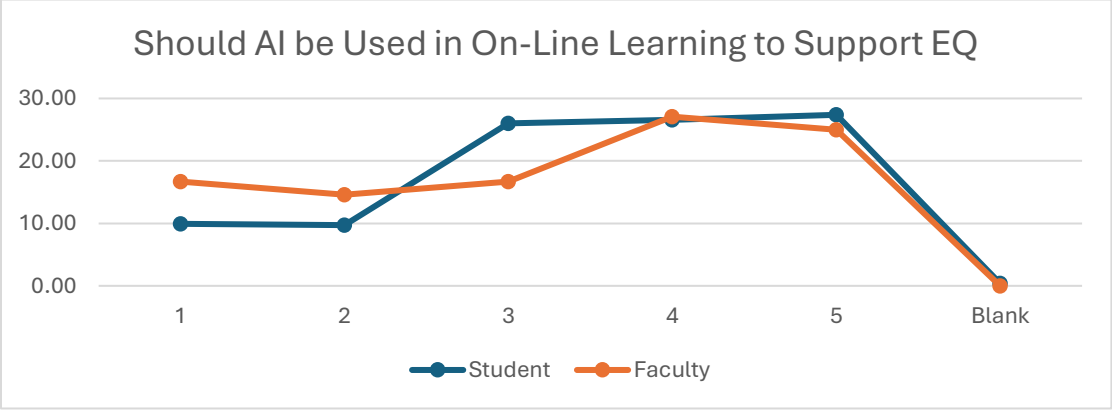

Figure 1. GAI, EQ, and Online Education

Participants were asked whether generative GAI tools could enhance students' academic performance and learning outcomes in the classroom. The results are presented in Figure 2. The responses indicated that 65% of educators agreed, compared to 78% of students. While both faculty and students generally supported the use of GAI, 23% of faculty and 9% of students disagreed. Overall, educators and students view GAI as

a valuable tool for supporting and enhancing both academic performance and emotional intelligence in the online learning environment.

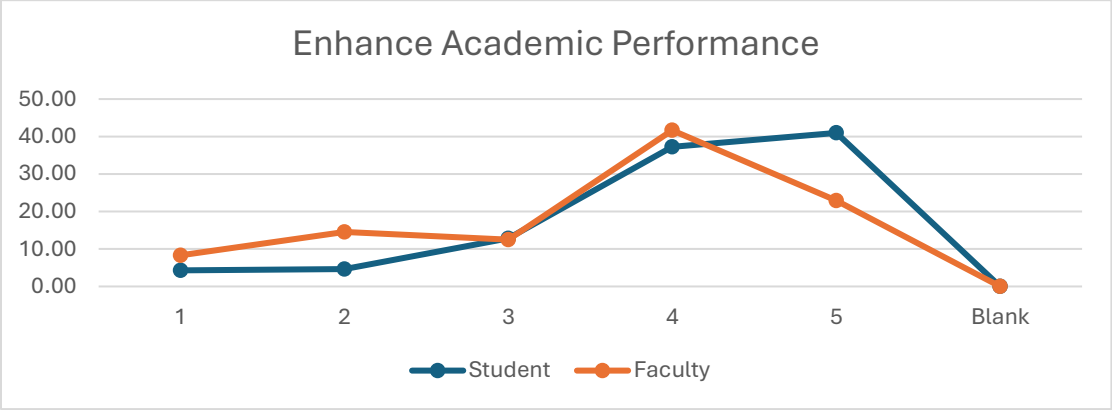

Figure 2. GAI, EQ, and Academic Performance

RQ 2: What are students' attitudes and expectations regarding the use of GAI tools for enhancing their emotional intelligence capabilities?

As technology advances, so does the capability of GAI. GAI tools are increasingly utilized for their ability to interact with users according to their needs. According to Al-kfairy (2024), AI technologies such as ChatGPT have established an OpenAI that enables sophisticated conversations and has great potential to enhance education. The following analysis provides insight into how faculty and students perceive GAI's ability to help develop emotional intelligence (EQ) skills and assist learners with diverse learning capabilities and communication styles. As shown in Figure 3, 50% of faculty and 51% of students agreed that GAI can aid in developing skills related to emotional intelligence, such as self-awareness, empathy, and adaptability. However, 38% of faculty and 28% of students disagreed, while 12% of faculty and 21% of students remained neutral.

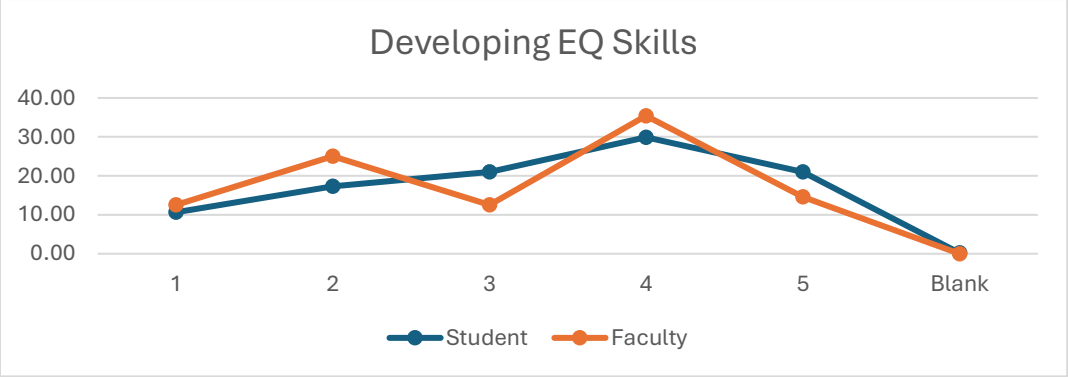

Figure 3. Developing EQ Skills with GAI

In education, no two individuals learn or communicate in the same way. Current research highlights GAI's role in enhancing communication and improving learning experiences. According to Alenezi (2024), AI has significantly transformed higher education through advanced language models capable of generating human-like text and personalizing lectures, assessments, and assignments to accommodate diverse learning styles. As shown in Figure 4, 63% of faculty and 76% of students agreed that AI tools can support various

learning and communication styles, including visual, auditory, and kinesthetic. Despite this overall positive perception, 21% of faculty and 11% of students disagreed, while 17% of faculty and 13% of students remained neutral.

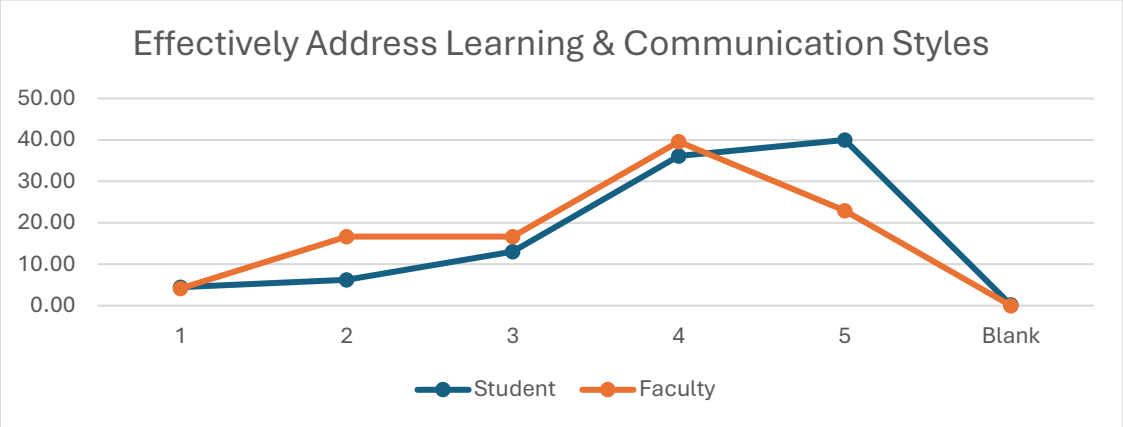

Figure 4. Assist with Various Learning/Communication Styles

RQ 3: What are the perceived opportunities and barriers for implementing GAI-based emotional intelligence development tools in educational environments, as identified by both educators and students?

To understand participants' comments around using GAI for emotional intelligence. Participants were asked about their use of GAI tools and which specific tools they utilized. Figure 5 illustrates the most mentioned tools. ChatGPT was the most frequently used, cited by 35% of participants, followed by CoPilot, Gemini, Grammarly, and Google. However, 14% of participants reported that they had not used any GAI tools. This helped the researchers to understand if faculty and students were using AI tools and which tools were commonly used.

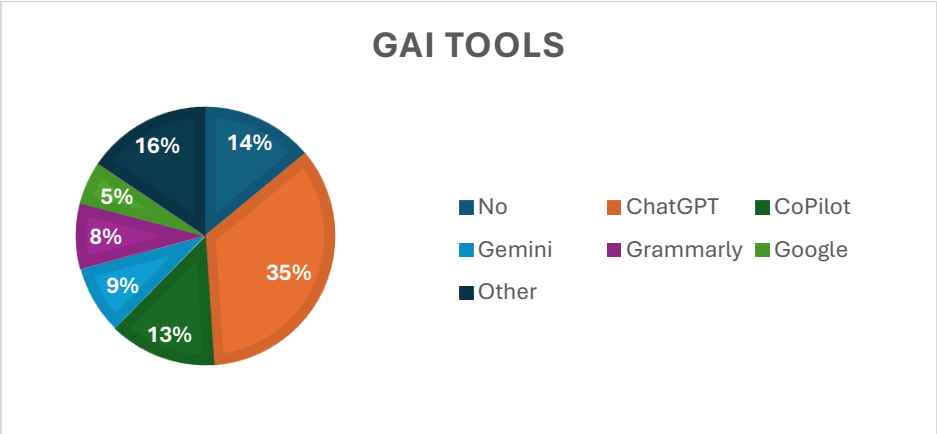

Figure 5. Commonly Used GAI Tools

Participants were given two open-response questions to help understand how the participant perceived GAI to support student emotional intelligence in higher education, benefits, or challenges with using GAI. A thematic analysis was completed to explore common themes in how GAI can support students' emotional intelligence in higher education. The data highlights key areas where GAI is beneficial, as well as concerns and challenges associated with its use. The themes were categorized into three categories: GAI support for emotional intelligence, benefits of GAI in emotional intelligence development, and challenges and concerns.

> *"I am on the autism spectrum and have difficulties relaying information appropriately and I struggle with conflict. I often use generative AI to "smooth" the edges of my communications and find how to move forward in conflicts."*
>
> *"Sometimes our thoughts are not gathered and emotions get the best of us but with AI there is a tone set where we can approach a situation in a different light. This has helped me tremendously in writing papers because our words and flow of our paper can enhance and correctly exhibit an organized thought process."*

Comments from participants indicated that GAI could enhance emotional intelligence in writing and communication by supporting students with writing etiquette, clarity, and tone. In addition, participants often felt that individuals with disabilities might better understand information that is usually challenging for them or receive help in clearly expressing complex ideas. Finally, participants perceived GAI to enhance critical thinking skills and problem-solving by analyzing and breaking down situations or problems into manageable steps.

> *"AI makes a great sounding board to support a student's exploration of their area of study. Having a way to ask "dumb" questions, and be supported in real-time as they build assignments will help students overcome the commonly transactional aspects of education."*

Participants identified several key benefits of GAI in developing emotional intelligence, including improved academic and professional communication through personalized, well-structured, and articulate responses, enhancing the ability to address different situations. Also, it was noted that GAI could enhance professionalism in email and report writing. Furthermore, GAI was seen as increasing the ability to express oneself confidently, which could ultimately reduce anxiety and pressure associated with communication.

> *"Generative AI I truly believe can help many people who struggle with disabilities get over strong learning curbs that can be presented. AI can be trained and catered to specific people, and it is important to utilize and improve these mechanics. This can alleviate a lot of people who struggle on a day-to-day process on the Autism Spectrum, ADHD, OCD, etc."*
>
> *"Rephrasing with difficult conversations; communicating or understanding complex technical details to/from another discipline."*

Finally, participants felt there were several challenges or concerns about using GAI for emotional intelligence. Participants indicated a concern for over-reliance on GAI. Participants felt that students might become dependent on GAI to help them communicate, reduce critical thinking skills, or responses might be generalized, incorrect, or biased. Another challenge that participants voiced was the need for proper training and implementation. The common themes among participants included providing proper training on how to properly use GAI, setting clear guidelines for the use of GAI in the learning environment, and distinguishing between GAI used as a tool versus used to think for the individual.

Overall, the thematic analysis themes point to participants' perceived GAI ability to improve EQ in higher education among students. While the themes were overwhelmingly supporting GAI for EQ, participants appeared to have some concerns centered around overuse, proper training, and ethical dilemmas.

"Always the over-reliance on automation is a cause for concern. A level of cognitive atrophy would be the biggest detraction I can think of offhand."

"I believe that it will take away the critical thinking aspect of school work and can prolong procrastination due to just utilizing AI."

"People need to be taught how to use it correctly so that they can avoid plagiarism."

"So, while AI can be a helpful tool for developing emotional intelligence, it should be used to support human interaction, not replace it."

Discussion, Limitations, and Future Research

Despite the challenges and concerns, recent advancements in technology and GAI have demonstrated a strong connection between GAI and its potential to enhance emotional intelligence, communication, and collaboration among individuals with diverse disabilities. Online learning environments bring together students with various learning styles, disabilities, and communication preferences. GAI can bridge these gaps and strengthen emotional intelligence skills in online education settings. According to Baru et al. (2022), a study on children with disabilities such as Autism, ADD, and dyslexia found that GAI tools contributed to positive learning outcomes, including improved attention in individuals with ADHD, increased accuracy in emotion recognition, and higher engagement and behavioral intentions toward social interactions. Overall, both students and faculty perceived GAI as a valuable tool for advancing emotional intelligence across different learning and communication styles.

The limitations of this study include its confinement to a single institution's School of Business and Information Technology (SBIT), limiting the generalizability of findings across different academic disciplines and institutional contexts. To develop a more comprehensive understanding, future research could extend to other departments within Purdue Global and comparable SBIT departments at different universities. Additionally, the voluntary nature of participation may have introduced self-selection bias, potentially attracting respondents with stronger opinions about GAI. Finally, participants' emotional states at the time of survey completion were not controlled for, which may have influenced their perceptions and responses regarding emotional intelligence and technology acceptance. In addition, it is recommended that higher education institutions incorporate appropriate education materials for students and faculty centered

around the ethical practice of GAI usage in higher education, and the meaning of emotional intelligence, GAI-guided tutors, and GAI assistance for assignments to create transparency. Finally, we encourage institutions to promote and encourage a balanced approach between AI assistance and personal effort.

Conflicts of Interest

Both authors are faculty members at PG and did not participate in the research conducted. The authors have no conflict of interest.

Conclusion

Ultimately, this study provides important insights into the relationship between GAI and emotional intelligence development in higher education settings. The generally positive perceptions from both faculty and students suggest that GAI tools can effectively support the development of emotional intelligence skills, particularly in areas of communication enhancement, conflict resolution, and personalized learning experiences. However, successful implementation requires addressing concerns regarding over-reliance on technology and establishing clear ethical guidelines for appropriate use. As GAI continues to evolve, educational institutions should consider integrating these technologies as supplementary tools that enhance rather than replace human interaction, while providing proper training for both educators and students. Essentially, GAI could be a powerful catalyst for EQ development and prepare students for both academic success and professional environments that increasingly value emotional competence alongside technical skills.

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