PalArch's Journal of Archaeology of Egypt / Egyptology

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND DEVIANT BEHAVIOR OF SECONDARY SCHOOL STUDENT

Dr. Raham Zaid[1], Dr. Quratulain[2], Sarwat Sultana[3], Talha Ahmed Salam[4], Dr. Syed Zubair Haider[5], Ayesha kiran[6]

[1]Assistant Professor, Department of Sociology, Abdul Wali Khan University Mardan, Pakistan;

[2]Assistant professor, University Institute of Physical Therapy, The University of Lahore Sargodha campus, Pakistan;

[3]MPhil Education and Leadership Management, Ex Academic Head, Progressive Education Network (PEN);

[4]Elementary School Teacher, Government of the Punjab, School Education Department, Pakistan;

[5]Assistant Professor, Department of Educational Training, The Islamia University of Bahawalpur; Pakistan;

[6]Lecturer at Department of Education, Virtual University of Pakistan;

Corresponding Author Email: [1]Rahamzaid@gmail.com,[2]quratulain_dpt@yahoo.com

[3]sultanasarwat89@gmail.com,[4]talhaahmedsalam@gmail.com,

[5]zubairiub@hotmail.com, [6]ayesha.kiran@vu.edu.pk

Dr. Raham Zaid, Dr. Quratulain, Sarwat Sultana, Talha Ahmed Salam, Dr. Syed Zubair Haider, Ayesha kiran. Relationship Between Emotional Intelligence And Deviant Behavior Of Secondary School Student-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 19(3), 1621-1633. ISSN 1567-214x

Keywords: Emotional Intelligence, Deviant Behavior, Secondary School, Public Schools

ABSTRACT

The study aimed to measure Deviant Behavior (DB) and its relationship with secondary school students' Emotional Intelligence (EI). This was a quantitative correlational study. Researchers first identify an existing association between the variables to examine the relationship. The

participants in this research were all the 9th and 10th graders at public schools in Lahore. The cluster sampling and random sampling techniques were chosen for selecting the public schools of Lahore as the study sample. The study participants comprised 400 (200 male) and (200 female) students. Students' DB was measured with an adjusted Normative Deviation Scale (NDS) developed by (Vazsonyi et al., 2001). In contrast, the EI was measured using EI Scale developed by (Goleman, 1964). Cronbach's alpha reliability coefficient for both scales was 0.88 and 0.85, respectively. Descriptive and Inferential statistics such as mean, standard deviation, t-test, and Pearson product-moment correlation were applied to the collected data. Results showed that in Pakistan, EI has a significant effect on DB. Moreover, males were found to be more deviant than females as they also showed less EI levels than females.

INTRODUCTION

Over the past decade, researchers like Daniel Goleman have attempted to elevate EI to the same level of importance as Intelligence Quotient (IQ) in predicting future success. Scientists have long recognized empathy as a key part of both EI and professional success. Since 1997, when Daniel Goleman first made his famous claim that EI is just as valuable as IQ or any other set of technical skills, these arguments have gained considerable attraction. The goal of Salovey's (2002) concept of EI is to use the same criteria as any other form of intelligence. Based on their findings, researchers have settled on the following definition of EI. It is one's capacity to recognize and process feelings, gain insight into what those feelings mean, and exercise control over one's thoughts to foster development.

In the ability-based approach, one's emotions are a wealth of data that can be used to better understand and progress in one's social surroundings. According to Goleman, EI is a division of intellect that includes self-awareness, emotional regulation, and resilience in the face of adversity. According to Heins, there are four subsets of EI, such as the ability to know and interpret one's sentiments and those of other people, animals, objects, and cultural artifacts, which is what we mean when we talk about "emotional perception." Being able to pick up on other people's feelings is a prerequisite for growing emotional acuity. A person with high EI can learn to harness their feelings and use them to their advantage. The EI entails comprehending the nuances of human expression and the dynamic relationship between different feelings.

Understanding emotions requires not only being able to identify and name specific feelings but also being able to describe their development and evolution over time. Emotional management is controlling one's feelings and those of others. Since EI provides a fresh angle on investigating human feelings, it's not surprising that it has caught the attention of scholars and scientists. Emotionally intelligent people are resilient enough to push through difficult feelings to reach their goals. Sensitivity and control over various emotional experiences (Adeleke, 2008). Numerous studies indicated that EI was twice as essential as IQ (Goleman, 1995).

However, DB is defined as intentional actions that go against crucial organizational norms and are thus seen as harmful to the organization or its employees (Alao, 2000). This means that supervisors always look for ways to boost their staff's productivity. Today's administrators scrutinize every facet of

employee output to please all of their constituents and capture as much of the market as possible. Therefore, it's vital to recognize EI's role in DB and productivity on the job. It's an essential competency for enhancing productivity and decreasing disruptive behavior among workers. People with high levels of EI are less inclined to DB (Frederickson & Furnham, 2004). Workplace violence and turnover are all predicted by negative emotional responses (Asonibare, 2016).

Researchers have found a correlation between positive emotions and a slew of positive outcomes, including higher productivity and a greater sense of job satisfaction. Those with high levels of EI are less likely to wallow in self-pity, more likely to talk openly about their emotions, and more likely to reach out to friends and family for help when they are struggling. Researchers have found that those with high EI are more capable of managing negative emotions and using them to their advantage. They reason that those with high EI are better equipped to deal with adversity and thus are less likely to experience negative emotional reactions. Studies showed an association between EI and successful professional outcomes (Lopes et al., 2004).

Although technical skills, IQ, and EI contribute to excellent performance, EI is more important than the other two for jobs of all levels. According to Goleman (1997), one's level of EI has proven to increase one's leadership skills, efficiency, and impact. Bagby et al. (1994) argued that EI is crucial to productive performance. George (2000) noticed that employees' productivity on the job could be affected by their capacity to channel their feelings into productive actions. Both positive and negative emotions could be used to an employee's benefit in the office. Those who do not follow institution policy tend to be unpopular with their coworkers, which has been shown to negatively impact productivity (Boyd, 2015). According to Marlowe (1986), vandalism, sabotage, unwanted absenteeism, and theft negatively affect productivity and cost businesses money. As stated by Marshall (1989), workplace deviation negatively impacts individual productivity. The focus of contemporary management theory, research, and industrial psychology has shifted, their efforts to reduce the prevalence of workplace deviance because of its detrimental effects on job performance (Kaplan, 1975).

Regardless of the situation's specifics, the term "deviance" refers to any action that goes against the norms established by a community or society (Idris, 2016). Adolescents often struggle to be traditional to the norms of adult society. Deviant behavior is any action against accepted social norms (Mayer & Salovey, 1997). It is the sort of thing that's illegal, antisocial, and unethical, or where people get involved in criminal activity. Simply put, deviant behavior is any kind of behavior that breaks the rules set by society. In addition to breaking the law, breaking the rules of an establishment is also considered deviant behavior. Some research suggests that adolescents' deviant behavior consists of school absences, cheating and other academic misconduct, drug use, harassment, vandalism, and sexual immorality (Mayer & Salovey, 1997).

Fancher (1985) argued that what constitutes abnormal behavior in one's culture may not be in another. Things that are abnormal now might be seen as normal

tomorrow. The persons actions are considered antisocial if they violate any of three criteria laid out by Salmon et al. (2002), the individual is unable to meet their own needs, the individual's actions harm the well-being of others, and the individual is unable to effectively participate in society as a member. Boyd (2015) states that many young people use tobacco and heroin. As Gordon (2001) points out, teens who smoke or use drugs in school pose significant societal issues. Research conducted by Gordon shows that 90% of smokers begin their habit while still in their teens. Chung et al. (2002) claims that classroom teachers and school principals have reported numerous incidents of cultism, sexual abuse, vandalism, blackmail, and other forms of intimidation. Idris (2016) thinks that the lack of discipline leads to a rise in moral decadence among today's youth. Inadequate classroom discipline has contributed to the rise of juvenile crime.

Emotions, according to the theory behind EI, carry data regarding relationships, as one's feelings toward another person or thing change, the former might provide insight into the latter (Mayer et al., 2001). The EI is a person's awareness of and control over their own emotions as well as the emotions of those around them. Finding a happy medium between these four considerations appears to be the key. The EI is supposed to forecast an individual's emotional successes although people learn about emotions differently due to unequal life influences (Mayer & Salovey, 1997). High EI individuals are in tune with their emotions, can control and channel those emotions, and are adept at recognizing and responding to the sentiments of those around them (Valliant & Davis, 2000). Moreover, Sigmund Freud first proposed a psychological explanation for abnormal behavior. According to his theory, the first five years of a person's life are critical because they shape adult behavior.

According to Freud, sexual urges (libido), also known as instinctive drives, significantly impact behavior. The unconscious is largely in charge of this. Many thoughts, feelings, cravings, and memories are stored in our unconscious minds. The major driving force behind our behavior resides in our unconscious. The Id, ego, and superego make up a person's personality. All instincts are housed in Id, the genetic basis of personality. The Id is the primary foundation of intuitive energy. The pleasure principle governs this system. The ego acts as an intermediary between the Id and the superego, which are opposed to one another. It's a deliberate and logical decision. The moral wing of our personality, the superego, grows as we interact with our surroundings. Rather than seeking enjoyment, it seeks perfection.

Freud believed that every human being had repressed natural urges and drives. And he held the view that all people are born with criminal tendencies tamed by socialization. When a child is not properly socialized, they may grow up with antisocial behavior impulses, and if that child becomes fixated on anything in the psychosocial stages, that person may start acting antisocially deviant. Early childhood fixation, according to Freud, is critical in forming an individual's personality as they grow up. Students' erratic behavior in the classroom increases teachers' stress levels while also affecting class dynamics in negative ways. There are some psychological principles here that are being applied in this process. Behavior modification is the methodical implementation of ideas

gleaned from psychological learning theories and practice (Mason & Windle, 2001).

The techniques are used to eliminate bad habits while also helping reinforce good ones. New behavioral patterns can be taught with the help of this technique as well. There are a variety of approaches that can be used to deal with behavioral problems among adolescents. According to behavioral theory, bad habits can be unlearned and replaced with good ones (Mason, 2001). Schools' counselors employ various behavioral modification techniques to deal with students' problems. As a result of these investigations, research into the connections between EI and DB in Pakistan is limited. While EI is widely discussed in the academic community, there is a shortage of serious investigation. Therefore, researchers have decided to conduct this study to fill this knowledge gap in their understanding.

Purpose of the Study

Students' DB may be linked to the EI, that's why this study is being conducted. We carried out this research to increase our knowledge of EI and DB. This study used the Emotional Intelligence Inventory (EII) to gauge EI, and the results were compared to the Normative Deviance Scale (NDS) to gauge the severity of DB.

STUDY OBJECTIVES

The following given objectives were achieved

1. To determine the relationship between EI and DB of secondary school students
2. Gender and location-wise comparison of students on EI and DB
3. Subject and age-wise (Arts and Science) comparison of students on EI and DB
4. Measure the effect of EI on DB of students

RESEARCH METHODOLOGY

This research aimed to find out how EI and DB relate to one another in high school students. It was also assessed to compare the mean levels of both study variables between males and females and between the sciences and the arts. The researcher used a random sampling technique to collect the data (Raoof et al., 2021; Abdulmuhsin et al., 2021; Hameed et al., 2021; Yan et al., 2020; Nuseir et al., 2020). Quantitative correlational research was used in the study. In this design, researchers look for relationships between study variables. In natural settings, the researchers look for a connection between the variables(Asada et al., 2020; Junoh et al., 2019; Basheer et al., 2019a;Muneer et al., 2019; Basheer et al., 2019b; Basheer et al., 2018).

The study's participants were students in grades 9^{th} and 10^{th} from across Lahore's public schools selected using cluster sampling. Cluster sampling is characterized by producing several clusters of the population that are representative of homogeneous characteristics and have equal chances of being a part of the sample by the researcher using a sampling method that uses clusters of individuals. All of Lahore's public schools were picked at random by the researcher. 200 boys and 200 girls among the 400 students made up this group.

Students' DB was measured using the Normative Deviance Scale (NDS) developed by Vazsonyi et al. (2001). This scale was being created to assess the DB of secondary school students to detect common forms of abuse across cultures. The Emotional Intelligence Scale (EII) was also adapted from Goleman (1964). The Independent sample t-test and Pearson r were used in inferential techniques. It was discovered that there were gender and study group differences in the respondents using an independent sample t-test.

DATA ANALYSIS AND RESULTS

Emotional Intelligence Scale

Table 1. Gender wise Students

Gender	**F**	**%**
Male	200	50.0
Female	200	50.0

Table 1 reveals that 200 students responded to the survey. There were 200 boys (50%) students and 200 girls students (50%) in the study sample. Students were evenly split between boys and girls, with each gender making up 50 percent.

Table 2. Students' Level of Emotional Intelligence

	N	**M**	**SD**
Emotional Intelligence	400	115.3	1.827

Table 2 displays the results from the 400 pupils who filled out the survey. The mean and standard deviation value was (M = 115.3, SD = 1.827). The average score was also indicative of the students' general level of EI in school.

Table 3. Comparison of Classes

Class	**N**	**M**	**SD**	**df**	**Sig.**
9^{th}	220	3.73	1.78	2	.04
10^{th}	180	3.56	2.43	397	

Table 3 shows the results of the t-test used to compare the average EI of students in the 9^{th} and 10^{th} grades. There was a numerical variation in these groups. Regarding EI, there is a significant difference between 9^{th} (M = 3.73, SD = 1.78) and 10^{th} (M = 3.56, SD = 2.43) class students, $t(397) = 2.041$, p = .04. As a result, we have come to the conclusion that the EI levels of 9^{th} and 10^{th} grade students vary considerably.

Table 4. Comparison of Average Measurements of Male and Female Respondent Students

Gender	**N**	**Average**	**SD**	**df**	**Sig. (2-tailed)**
Girls	200	3.1	1.420	400	.002
Boys	200	2.9	1.362		

In Table 4, the t-test analysis looks at the data to see how much difference there is in the average EI scores of boys' and girls' students. There was a statistically significant difference between girls (*M* = 3.1, *SD* = 1.420) and boys (*M* = 2.9, *SD* = 1.362) students at .002 level of significance. As a result, it can be concluded that male and female students differ in their overall levels of EI.

Table 5. Students' Average Measurement Variation based on Area

Area	N	M		SD	t value	Sig.
Urban	231	3.3		1.24	1.388	.04
Rural	169	3.1		1.81		

The EI differences between rural and urban students using t-test in table 5. There was a statistically significant difference between urban (*M* = 3.3, *SD* = 1.24) and rural (*M* = 3.1, *SD* = 1.81) students at .04 level of significance. Students in urban areas achieve higher average scores on EI than their rural counterparts.

Table 6. Students' Score analysis based on age about Emotion Intelligence

Age	N	M	SD	t value	Sig.
13-15 Years	238	3.8	1.36	1.54	.03
16-18 Years	162	4.01	1.47		

The table uses a t-test to compare the average levels of EI between students of varying ages. There was a statistically significant difference between 13-15 years (*M* = 3.8, *SD* = 1.36) and 16-18 years (*M* = 4.01, *SD* = 1.47) age groups students at .03 level of significance. Students between the ages of 16 and 18 score higher on average on EI than students between the ages of 13-15.

Student Deviant Behavior Scale

Table 7. Gender wise Students

	F	**%**
Females	200	50.0
Males	200	50.0

Table 7 shows that 400 students were respondents to the deviant behavior scale. The female students were 200 and percentage was 50%. On the other hand, 200 students were male and percentage was also 50%.

Table 8. Comparison of classes

Classes	**N**	**Average**	**SD**	**df**	**Sig.**
9th	220	3.30	1.43	3	.001
10th	180	3.87	1.24	396	

Table 8 shows the results of the t-test analyzing the difference in average measurements of deviant conduct between students in the 9th and 10th grades. There was a statistically significant difference between 9th (*M* = 3.30, *SD* = 1.43) and 10th (*M* = 3.87, *SD* = 1.24) class students at *sig = .001*. Students in the 10th grade outperform those in the 9th. This indicates that 10th graders are more aggressive than their 9th grade counterparts.

Table 9. Comparison of Male and Female Students about Deviant Behavior

Gender	**N**	**Average**	**SD**	**df**	**Sig.**
Female	200	2.7	1.321	400	.003
Male	200	3.5	1.421		

A t-test was used to analyze the data in table 9 to see the difference in the mean rating of deviant behavior between male and female students. The sig value varied significantly *(Sig =.003)* amongst these groups. As a result, male students are likelier to commit a violation than their female counterparts.

Table 10. Students Score Based on Area about Deviant Behavior

Class	N	M	SD	t-value	Sig.
Urban	231	3.6	1.24	1.241	.01
Rural	169	3.4	1.41		

Table10 used a t-test to examine the differences in average DB between urban and rural students. The sign value varied numerically between these groups *Sig =.01*. Students in urban areas are more violent on average, according to the results.

Table11. Students' Score Based on age about Deviant Behavior

Age	N	M	SD	t-value	Sig.
13-15 Years	238	4.01	1.42	1.34	.02
16-18 Years	162	4.2	1.35		

Table 11 shows the results of the t-test used to analyze the difference in DB amongst the students. Numerical evidence suggests a difference between these groups at a .05 level *(Sig =.02).* The average measurement of DB in the 13-15 age group is better than the 16-18 years age group. The data showed that older students' commit more violations than younger students at school.

Table 12. Relationship between students' Emotional Intelligence and Deviant Behavior

		Deviant behavior
Emotional Intelligence	Pearson Correlation	.142**
	Sig. (2tailed)	.000

The Pearson product-moment correlation measured students' EI and DB in high school students. A weak positive correlation was found between the study variables. EI has a weak positive correlation with DB ($r = .142$, $p < .000$). It was discovered that EI negligibly impacted students' levels of DB.

DISCUSSION

Secondary school students' EI and DB are the focus of this study, which examines the connections between these two. The primary objective of this study was to explore the link between EI and DB. Therefore, people scoring higher on the EI scale are less likely to participate in antisocial and illegal activities. The results are consistent with what has been found before (Brackett et al., 2004). The results of this study suggest that EI may play a role in mitigating the likelihood that an individual may engage in antisocial behavior. Previous studies have shown a considerable relationship between these two factors (Rozell et al., 2006). Those who score well on the EI may also score well on the DB. EI may be a harbinger of positive attitude, which is why this hypothesis is tentatively accepted.

According to Ajiteru (2013), the biological and physical differences between male and female pupils affect how they are perceived. Because of their biological make-up, women are more inclined to be understanding than men. Okobiah and Okorodudu (2006) confirmed that these measures effectively reduce deviant conduct among in-school teenagers notwithstanding the 'opinion. Gbadamosi (2003) argued that school administrators and counsellors should work together to instruct students on appropriate conduct while dealing with juvenile delinquency.

CONCLUSION

The DB and EI are elusive but valuable concepts. It can assess a person's social fit and make improvements. Because current measurement tools are rudimentary and expensive, it's difficult to tap into the emotional underpinnings of abnormal behavior. The DB is a serious social problem that necessitates action, and if the strength of the link between EI and deviancy can be determined, effective interventions can be put in place. Empathy and self-control tools can be taught to troubled youth to help them become productive members of society. It's a fascinating study area with a great deal of application in our current society, especially concerning DB and EI.

RECOMMENDATIONS

Students at this age should have more self-control. Primary school is the best age for students to improve their DB, so more EI activities should be included in the curriculum at that level. To raise awareness about the dangers of DB,

workshops and seminars should be held at the secondary school level. Because of the researcher's limitations, the study used a homogeneous sample. In the future, researchers should use a larger sample of people from diverse backgrounds to examine the relationship between these two variables in more depth.

REFERENCES

Abdulmuhsin, A. A., Abdullah, H. A., & Basheer, M. F. (2021). How workplace bullying influences knowledge management processes: a developing country perspective. International Journal of Business and Systems Research, 15(3), 371-403.

Adeleke, A.A. 2008. Causes of indiscipline among primary school pupils as perceived by primary school teachers in Surulare Local Government Area of Oyo state. Unpublished B.Ed. project submitted to the Department of Counsellor Education, University of Ilorin.

Alao, A.A. 2000. Introduction to theories of counselling. Ibadan: External Studies Program Publication.

Ali, A.A., Dada, I.T., Isiaka, G.A. & Salmon, S.A. 2002. Management of indiscipline acts among secondary school students in Shomolu Local Govt. Journal of Studies in Social Sciences, 8(2), 254-287.

Asada, A., Basheerb, M. F., Irfanc, M., Jiangd, J., & Tahir, R. (2020). Open-Innovation and knowledge management in Small and Medium-Sized Enterprises (SMEs): The role of external knowledge and internal innovation. Revista Argentina de Clínica Psicológica, 29(4), 80-90.

Asonibare, J.B. 2016. Modifying maladaptive behavior in schools. Guidance and counselling in education. Ilorin: University Press.

Bagby, R.M., Parker, J.D.A, & Taylor, G.J. (1994). The Twenty-Item Toronto Alexithymia Scale-! Item selection and cross-validation of the factor structure. Journal of Psychosomatic Research, 38, 23-32.

Basheer, M. F., Hafeez, M. H., Hassan, S. G., & Haroon, U. (2018). Exploring the role of TQM and supply chain practices for firm supply performance in the presence of organizational learning capabilities: a case of textile firms in Pakistan. Paradigms, 12(2), 172-178.

Basheer, M. F., Hameed, W. U., Rashid, A., & Nadim, M. (2019). Factors effecting Employee Loyalty through Mediating role of Employee Engagement: Evidence from PROTON Automotive Industry, Malaysia. Journal of Managerial Sciences, 13(2).

Basheer, M. F., Raoof, R., Jabeen, S., & Hassan, S. G. (2021). Exploring the Nexus Among the Business Coping Strategy: Entrepreneurial Orientation and Crisis Readiness–A Post-COVID-19 Analysis of Pakistani SMEs. In Handbook of Research on Entrepreneurship, Innovation, Sustainability, and ICTs in the Post-COVID-19 Era (pp. 317-340). IGI Global.

Basheer, M., Siam, M., Awn, A., & Hassan, S. (2019). Exploring the role of TQM and supply chain practices for firm supply performance in the presence of information technology capabilities and supply chain technology adoption: A case of textile firms in Pakistan. Uncertain Supply Chain Management, 7(2), 275-288.

Boyd, J.L. 2015. National institute on drug abuse, brains and behavior. Viewed 3 June 2015, from http:// www.livestrong.com/disease_and_conditions.

Chung, 1., Hill, K., Hawkins, J., Gilchrist, L., & Nagin, D. (2002). Childhood predictors of offense trajectories. Journal of Research in Crime and Delinquency, 39, 60-90.

Fancher, R.E. (1985). The intelligence men: Makers of the IQ controversy. New York: W.W. Norton.

George, J. M. (2000). Emotions and leadership: The role of emotional intelligence (2000). Human Relations, 53, 1027-1055.

Goleman, D. (1995). Emotional intelligence. New York: Bantam Books.

Goleman, D. (1996). Emotional intelligence: Why it can matter more than IQ. London: Bloomsbury Publishing.

Goleman, D. (1997). Foreword: Emotional intelligence in context. In P. Salovey & D.J. Sluyter (Eds.), Emotional development and emotional intelligence (pp. xi-xiii). New York: Basic Books.

Hameed, W. U., Basheer, M. F., Iqbal, J., Nisar, Q. A., Meo, M. S., & Razzaq, S. (2021). Women Entrepreneurs and Microfinance Institutions: A Way to Create New Ventures. In Handbook of Research on Nascent Entrepreneurship and Creating New Ventures (pp. 211-227). IGI Global.

Hameed, W., Nawaz, M., Basheer, M. F., & Waseem, M. (2019). The Effect of Amanah Ikhtiar Malaysia (AIM) on Microenterprise Success in Sabah State Malaysia. The Dialogue, 14(2), 223-223.

Junoh, M. Z. B. H., Hidthiir, M. M. H. B., & Basheer, M. F. (2019). Entrepreneurial financial practices in Pakistan: The role of access to finance and financial literacy. International Journal of Innovation, Creativity and Change, 7(9), 210-231.

Kaplan, H. B. (1975). Se/f-attitudes and deviant behavior. Pacific Palisades, CA: Goodyear Publishing.

Lopes PN, Brackett MA, Nezlek JB, Schutz A, Sellin I, Salovey P. 2004. Emotional ¨ intelligence and social interaction. Personal. Soc. Psychol. Bull. 30:1018–34.

Marlowe, **H.** A. (1986). Social Intelligence: Evidence for multidimensionality and construct independence. Journal of Educational Psychology, 78, 52-58.

Marshall, W.L. (1989). Intimacy, loneliness, and sex ual offenders. Behavior Research Therapy, 27, 491-503.

Mason, W., & Windle, M. (2001). Delinquency ri sh as a function of number of early onset problem behaviors. international Journal of Offender Therapy and Comparative Criminology, 45, 436-448.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), Emotional development and emotional intelligence: Educational implications (pp. 3–34). New York: Basic Books.

Muneer, S., Basheer, M. F., Shabbir, R., & Zeb, A. (2019). Does Information Technology (IT) Expedite the Internal Audit System? Determinants of Internal Audit Effectives: Evidence from Pakistani Banking Industry. The Dialogue, 14(2), 144-144.

Petrides, K.V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. Personality and Individual Differences, 36, 277-293.

Raoof, R., Basheer, M. F., Shabbir, J., Ghulam Hassan, S., & Jabeen, S. (2021). Enterprise resource planning, entrepreneurial orientation, and the performance of SMEs in a South Asian economy: The mediating role of organizational excellence. Cogent Business & Management, 8(1), 1973236.

Rosenbaum, J. L., (1989). Family dysfunction and female delinquency. Crime and Delinquency, 35, 31-44.

Rozell, E.J., Pettijohn, C.E., & Parker, R.S. (2002). An empirical evaluation of emotional intelligence: The impact on management development. Journal of Management Development, 21, 272-289. Ryan, J., Rosenberg, S., & Wittenberg, W. (1984). Factor analysis of the Rey auditory verbal learning test. The International Journal of Clinical and Experimental Neuropsychology, 5, 249-253.

Salovey, P., & Mayer, J. (1990). Emotional intelligence. Imagination, Cognition, and Personality, 9, 185-211.

Salovey, P., & Mayer, J. (1994). Some final thoughts about personality and intelligence. In R.J. Sternberg & P. Ruzgis {Eds.), Personality and intelligence (pp. 303-318). Cambridge, UK: Cambridge University Press.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. Imagination. Cognition And Personality, 9, 185-2111.

Salovey, P., Hsee, C. K., & Mayer, J. (1993). Emotional intelligence and the self-regulation of affect. In D.M. Wegner & J.W. Pennebaker (Eds.), Handbook of mental control (pp. 258-277). Englewood Cliffs, NJ: Prentice Hall.

Salovey, P., Mayer, J., Goldman, S.L., Turvey, C., & Palfai, T.C. (1995). Emotional attention, clarity, and repair: Exploring emotional intelligence using the trail meta-mood scale. In J.W. Pennebaker (Ed.), Emotion, disclosure, and health (pp. 527-561). Washington, DC: American Psychological Association.

T. Nuseir, M., Basheer, M. F., & Aljumah, A. (2020). Antecedents of entrepreneurial intentions in smart city of Neom Saudi Arabia: Does the entrepreneurial education on artificial intelligence matter?. Cogent Business & Management, 7(1), 1825041.

Valliant, G.E., & Davis, T.D. (2000). Social/emotional intelligence and midlife resilience in schoolboys with low tested intelligence. American Journal of Orthopsychiatry, 70, 215-222.

Valliant, P., & Bergeron, T. (1997). Personality and criminal profile of adolescent sexual offenders, general offenders in comparison to nonoffenders. Psychological Reports, 81,483-489.

Vazsonyi, A.T., & Pickering, L.E. (2000). Family processes and deviance: A comparison of apprentices and non-apprentices. Journal of Adolescent Research, 15, 368-391.

Vazsonyi, A.T., Pickering, L.E., Jun ger, M., & Hessing, D. (2001). An empirical test of a general theory of crime: A four-nation comparative study of self-control and the prediction of deviance. Journal of Research in Crime and Delinquency, 38, 91- 131.

Verrneiren, R., Schwab-Stone, M., Ruchkin, V., Clippele, A., & Deboutte, D. (2002). Predicting recidivism in delinquent adolescents from

psychological and psychiatric assessment. Comprehensive Psychiatry, 43, 142-149.

Waite, L. J. (1995). Does maniage matter? Demography, 34, 483-507.

Werner, E. (1989). High-risk children in young adulthood: A longitudinal study from birth to 32 years. American Journal of Orthopsychiatry, 59, 72-81.

Yan, R., Basheer, M. F., Irfan, M., & Rana, T. N. (2020). Role of psychological factors in employee well-being and employee performance: an empirical evidence from Pakistan. Revista Argentina de Clínica Psicológica, 29(5), 638.