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Impact Of Social Awareness Of Students' Emotional Competency

Liu Zhihao[1], & Chng Lay Kee [2]

[1,2]Faculty of Education & Liberal Sciences, City University Malaysia, Malaysia.

Corresponding Author: Liu Zhihao, **Email:** 2875449132@qq.com

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ABSTRACT

Purpose: The primary aim of this study is to examine the association between social awareness and the emotional competence of students. Self-awareness and social awareness are the independent variables of the study, while emotional competency is the dependent construct. Additionally, the research investigates the mediating impact of cognitive appraisal and self-efficacy, as well as the moderating influence of personal well-being. The study is carried out in relation to the educational system of China. Students presently enrolled in institutions of higher education constituted the target population of the research.

Method: The present investigation utilizes a quantitative methodology. The data was gathered through the administration of a survey questionnaire comprising closed-ended questions. The statistical software packages AMOS and SPSS were utilized in the analysis of the data for this study.

Findings: The results of the study revealed a significant correlation between SA and both SAW and SE. The impact of CA on the efficacy of SA and SAW is also significant. A significant association exists between EC and the variables SA, SAW, and CA. However, the relationship between EC and SE is insignificant. While CA's impact is relatively insignificant, SE assumes a substantial role in mediating the situation. Additionally, it was ascertained that the moderating effect of PWB had a significant statistical impact.

Conclusion and Implications: The findings contribute to practical applications and theoretical frameworks both. In addition to identifying potential avenues for future research, the study has assessed its own limitations.

Keywords: cognitive appraisal, self-efficacy, social awareness, self-awareness, emotional competency, personal well-being, China.

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INTRODUCTION

Adolescence is a crucial stage that is marked by behavioural and emotional development, as well as brain maturation (Van de Sande et al., 2019). Developing social and emotional learning (SEL) skills during this period is essential for averting or lessening psychosocial problems in teenagers. Adolescents face difficulties that affect their social, emotional, and cognitive development as they become more independent of their parents and make important decisions about their educational and professional paths (Wang et al., 2022).

Since higher education is known to be a particularly stressful time, social-emotional competencies are a topic of much discussion in the field of teacher education (Hadar et al., 2020). Thus, a claim has been made that higher education institutions ought to actively foster their students' social-emotional competencies in order to increase their resilience in managing stress (Dvořáková et al., 2019). Research (Ergas & Hadar, 2019) has indicated that mindfulness and social-emotional competencies interventions are effective in reducing teacher stress and improving their coping strategies (Ergas & Hadar, 2019). Academic authorities in education faculties have created action plans in response to these research findings, ensuring that institutional agendas actively prioritize the well-being of students (Birchinall et al., 2019).

Since it is anticipated that teachers will act as role models for upcoming generations of citizens, social-emotional competencies have also received attention in the field of teacher education (Gustems-Carnicer et al., 2019). To improve students' competency in this area, many school districts are implementing strategies or curriculum related to Social-Emotional Learning (SEL). In the study Wallender et al. (2020), elementary and middle school students in a rural midwestern school district had their levels of self-regulation, self-awareness, and problem solving examined in relation to a SEL curriculum called Second Step.

The main goal of this study is to investigate in detail how social awareness affects Chinese higher education students' emotional competency. This research aims to clarify the complex relationships between social awareness and the development of students' emotional intelligence in light of the current emphasis on fostering students' emotional intelligence for holistic development. The study aims to investigate the relationship between social awareness and emotional competency through the application of rigorous research methodologies. The research aims to choose a representative sample of higher education students using simple random sampling, guaranteeing the validity of findings. The purpose of developing a thorough

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questionnaire is to evaluate students' social awareness and determine how it directly affects their emotional competency. In order to give educators and policymakers useful information to guide strategies that promote social awareness and improve emotional competency in higher education institutions, the ultimate goal is to determine whether a statistically significant and positive relationship exists between these variables. This research study's main question concerns how social awareness affects college students' emotional competency. In doing so, it will be possible to address wider implications for the overall well-being and developmental trajectory of students as well as the nuanced relationship between these two variables.

Educational research Rodriguez et al. (2020) has shown that social awareness has a significant impact on students' emotional competency; this is supported by models such as the Prosocial Classroom model (PCM). Using the Five Awarenesses of Teaching Framework (The Framework) as a starting point, the current study expands on this understanding by examining teacher Social-Emotional Competency (SEC) in Early Care and Education (ECE) (Rodriguez et al., 2020). Moreover, since social-emotional learning (SEL) is a core subject area under their jurisdiction, Early Care and Education (ECE) teachers are uniquely positioned to foster the intellectual, emotional, and social development of their young students. Because of this special duty, early childhood educators are in the forefront of helping very young children develop the foundational social and emotional competencies (Morse, 2021). This highlights the critical relationship that exists between an educator's social awareness and their students' emotional development.

In the field of modern education, it is critical to support students' emotional intelligence for their personal and academic growth. The importance of emotional competence and its complex relationship to social awareness are highlighted in this study, which substantially advances the body of knowledge already in existence. The results of this study will have significant implications for educators and policymakers. They provide valuable insights for developing strategies that aim to promote social awareness and improve emotional competency in students.

LITERATURE REVIEW

Theory of emotional intelligence (EI)

The concept of emotional intelligence was first given by Peter Salovey and John Mayer in 1990. Their work was extended and the concept became famous by the work of another Psychologist Daniel Goleman who came up with his theory of emotional intelligence (Kanesan

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& Fauzan, 2019). According to this theory, emotional intelligence is the ability to evaluate and monitor one's own emotions and feelings and the ability to monitor others' emotions as well and to use the information obtained through this monitoring to control and guide one's own actions and thinking processes (Sfetcu, 2020). Goleman argued that there are four domains or four basis which shape the emotional intelligence. These four domains include self-awareness, social awareness, self-management, and relationship management. These four bases form the set of skills that are crucial component of emotional intelligence. Through self-awareness one knows about ones' own character and emotions which led to the development of self-efficacy and intrinsic motivation to perform best in a task and to achieve a specific goal. Through social awareness one learns the about the society, social norms and culture and social skills. This lead to the development of empathy and better communication skills in the individual. Through self-awareness one learns about self-management which teach self-regulation and through social awareness one learns about relationship management via social skills (Drigas & Papoutsi, 2019). These core components of emotional intelligence such as self-awareness, self-regulation, motivation and social skills derive the emotional reactivity of a person. These skills help one to deal any situation with less stress, better comprehension and suitable response. The concept of emotional intelligence put forward the fact that only knowledge is of little or no use until it is put in use to develop the self attributes which then modify the social interactions and thus the better capability to deal a situation (Fteiha & Awwad, 2020).

Table 1: *Definition of variables*

Variables	Definitions
Social awareness	Social awareness can be defined as the in-depth comprehension of the social norms, setups, communities, cultures and environment (Camocini & Dominoni, 2022).
Self-awareness	Self-awareness is the ability to focus on one's own self, own character, emotions and motives clearly and objectively through internal inspection (Lage et al., 2022).
Cognitive appraisal	Cognitive appraisal refers to the personal assessment or interpretation of a situation that how much perceived stressful is that situation and how it will affect the individual (Forsblom et al., 2022).
Self-efficacy	Self-efficacy can be defined as the individual's belief or confidence in one's self capacity to control and execute their behaviors and to act accordingly in a situation to achieve a particular goal or to attain a desired performance (Farmer et al., 2022).
Personal well-being	Personal well-being refers to the good and satisfied state of life or the level of happiness, contentment, calmness and satisfaction that a person have towards one's life (Mansfield et al., 2020).

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Emotional competency	Emotional competency refers to the ability of an Individual to successfully manage his or her emotions and to skilfully interpret, identify and respond positively to the emotional arousal (Collie, 2020).

Social awareness and emotional competency

Social awareness is the understanding of the social norms, cultures and setups prevailing in the society. Social awareness according to Atabekova et al. (2019) is a kind of emotional intelligence and is the ability to empathize with others that is to understand the perspectives of others. The social awareness develops through the social interaction with other people. When one is actively engaged socially one is in a better position to understand and look to any aspect from others point of view which is social awareness. Emotional competency on the other hand is the skills to controls and guide one's own emotional processes to positively and impactfully handle a situation. The social awareness and emotional competence of an individual are strongly linked (MacCann et al., 2020). According to the study of Papoutsi et al. (2019) there is a positive relationship between the social awareness and emotional competency of students. The social awareness is one of the pillars of emotional intelligence and emotional intelligence in turn drive the emotional competence (Papoutsi et al., 2019). Through social awareness students are able to learn the social skills such as effective communication skills which help them to interact and build strong social relationships. This develop in them the ability of relationship management which is purely shaped by emotional processes. Therefore, social awareness has a great impact in promoting the emotional intelligence and emotional competency (Panayiotou et al., 2019).

H1: The impact of social awareness on the emotional competency is significant.

Self-awareness and emotional competency

Self-awareness according to the study of Alicke et al. (2020) is the knowledge about one's own self. It is the understanding of one's own thoughts, beliefs, actions and responses. Self-awareness is an insight of one's internal processes such one's emotions, feelings and behaviors. Self-awareness is of two types, internal self-awareness and external self-awareness. In internal self-awareness one is able to know about one's own the internal thought processes and emotions while in external self-awareness one learns about how others see and perceive him. Emotional competency and self-awareness are strongly related (Alicke et al., 2020). According to the study of Goleman (2021) self-awareness is positively correlated with the emotional

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competency. Like social awareness self-awareness is also a core component of emotional intelligence which is the base for emotional competency. Self-awareness is the ability to understand one's own self completely. It is the ability through which a person knows his or her strengths and weakness. It is the clear and objective analysis of one's self. Through self-awareness a person develop the capacity of introspection which align one's actions according to his or her emotions. The self-awareness is thus the key for the development of emotional intelligence which guides the reaction of a person in various circumstances (Goleman, 2021). Self-awareness let the students to know about their internal preferences and goals and how their personal trait influence their decisions and social interactions. The decisions, judgments and social interactions are under the emotional control and emotional competency is the controlled and personalized regulation of these emotional processes. The self-awareness thus impact significantly the emotional competency. Self-awareness build in a confidence and belief in one's self by allowing one to know his strengths and to modify his or her actions by knowing one's vulnerabilities. Such belief in one's self developed through self-awareness help to avoid the emotional drama and to react constructively and positively in a situation thus driving ones' emotional competency (Chandra, 2021).

H2: The impact of self-awareness on the emotional competency is significant.

The mediating role of cognitive appraisal

Cognitive appraisal is the tool that is used by an individual to assess and interpret a stimulus and response to that stimulus. According to the study of Forsblom et al. (2022) cognitive appraisal is the way by which a person interprets the stressors in life and the bodily response to these stressors. Cognitive appraisal is used by us multiple times a day and play an important role in driving our emotional responses in a particular situation. Emotional competency is the ability to guide one's emotion in a controlled and productive manner to avoid emotionally dramatic response to a situation. Emotional competency actually help to deal with the stress conditions in a productive and positive manner. Cognitive appraisal impact emotional competency by influencing social awareness and self-awareness (Schlegel & Mortillaro, 2019). Social awareness which is the ability to empathize and learning social perspective about each other is glorified by the cognitive appraisal. The impact of social awareness on the emotional competency is enhanced by the cognitive appraisal. Cognitive appraisal help in the better understanding and assessment of the stimuli and thus guide the emotional processes to response accordingly and rationally to that stimulus. Cognitive appraisal help to develop social

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awareness by promoting better understanding of each other's perspectives. This help to avoid the conflicts and misunderstandings therefore helping to develop better social relationships with others. The cognitive appraisal thus impact significantly the emotional competency by impacting social awareness (Kraft, 2019).

Self-awareness is knowing about one's own attributes and is beautified by the cognitive appraisal. Many researchers have proposed that cognitive appraisal is one of the best way of self-awareness. Cognitive appraisal not only involve the interpretation of an external stimulus but also interpret one's internal response to that stimulus. To have a better insight into one's own self cognitive appraisal is considered the best tool. It helps one know how they can response to a particular situation, which in turn sharpens the emotional intelligence and thus emotional competency (Papoutsi et al., 2021).

H3: The mediating role of cognitive appraisal between social awareness and emotional competency is significant.

H4: The mediating role of cognitive appraisal between self-awareness and emotional competency is significant.

The mediating role of self-efficacy

Self-efficacy is the capacity to control and guide one's own behavior by having confidence in one's self. It is the belief that one has on his or her ability to achieve desired performance or specific goal. Self-efficacy is found to have significant impact on the emotional competency (Schunk & DiBenedetto, 2022).

Social awareness is impact the emotional competency via self-efficacy. Self-efficacy actually promote the social awareness. Self-efficacy is the confidence that a person have on one's self and can drive the way he or she behave with others or empathize with others. This lead to the development of social awareness and thus prompting the emotional competency (Wu et al., 2019).

Self-awareness and self-efficacy are the processes that go hand in hand and they actually reinforce each other. Through having self-efficacy, one is in an optimum position to have a better insights into one's own internal processes. One can know about the goals, motives and desires through self-awareness and has the confidence to achieve that goal by self-efficacy.

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The self-efficacy and self-awareness thus impact the emotional intelligence to help in decision making and judgment processes therefore influencing emotional competency (Yang, 2021).

H5: The mediating role of self-efficacy between social awareness and emotional competency is significant.

H6: The mediating role of self-efficacy between self-awareness and emotional competency is significant.

The moderating role of personal well-being

Personal well-being refers to the degree of satisfaction and contentment that one holds for one's life. It describes the state of happiness, calmness and contentment that one shows towards his or her life styles. It not only covers the satisfaction but also describes the consequences of anxiety and dissatisfaction with one's life. Personal well-being is considered as the center of control by many researchers. They consider that the state of personal well-being control all the life activities guided through emotional processes (Guerra-Bustamante et al., 2019).

Personal well-being impact significantly the emotional competency by influencing the social awareness and self-awareness. Social awareness which is the ability to comprehend and respond according to others' perspectives is greatly impacted by personal well-being. The state of personal well-being promote social skills and thus social awareness impacting the emotional competency (Kanesan & Fauzan, 2019).

Self-awareness is also linked with the state of personal well-being. The personal well-being promote the greater and better insight into internal thought processes, motives and goals, that is better understanding of one's-self strengths and weaknesses. This insight help to develop the proficiency in dealing emotional conditions and thus impacting emotional competency (Martínez-Monteagudo et al., 2019).

H7: The moderating role of personal well-being between social awareness and emotional competency is significant.

H8: The moderating role of personal well-being between self-awareness and emotional competency is significant.

Theoretical framework for above literature review is given below:

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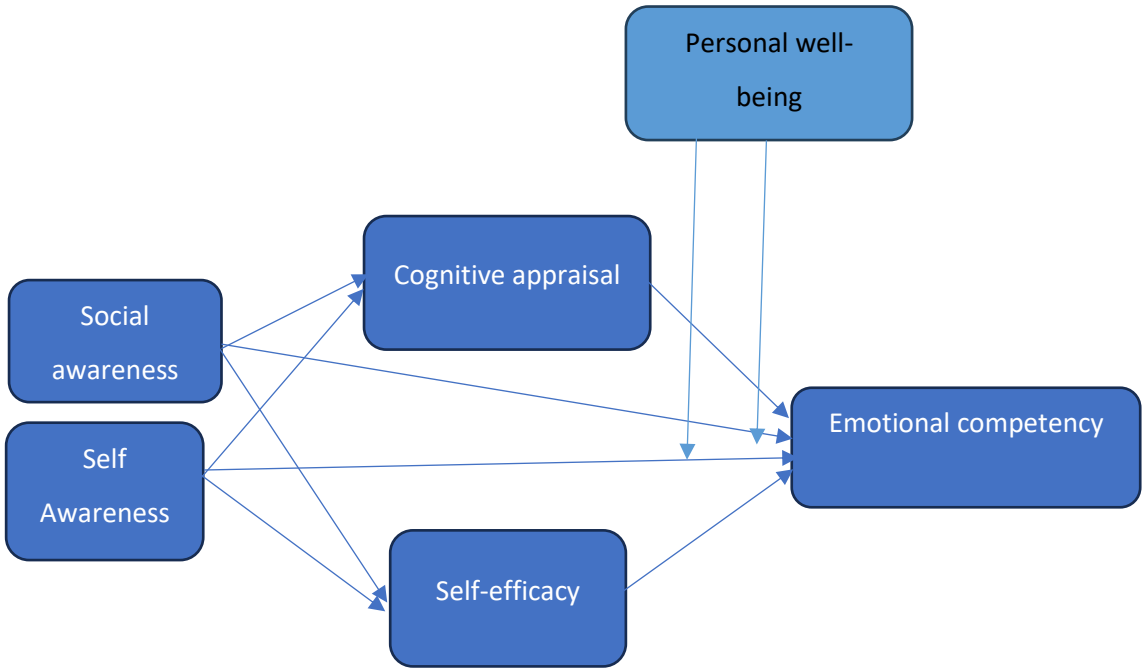

Figure 1: Theoretical framework

RESEARCH METHODS

Participants and Sampling

The study was conducted within the educational context of the education sector of China. The study designed its theme centered on the concepts that reflect the individual level traits and selecting any one domain of people within the selected sector. Therefore, the study used the students' perception in the evaluation of the significance of the targeted variables. Thus, the students of the higher education institutes were selected as the pool of population. The study didn't categorize or rank the students according to their academic or registration year in the higher education institutes and counted all the students currently available in the institutes as the respondents of the study. Now, accessing all the enrolled students and collecting data from every student was not feasible, so to avoid any malfunction in accessing the respondents, a sample size was designed with the help of sampling techniques. By keeping in view, the nature of the target population, the non-probability convenience sampling was used as a strategy for data collection and the students of both private and public higher education institutes like high schools, colleges and universities were accessed for data collection. The whole data collection procedure was practiced with a very conscious focus on ethical regulations and data was collected with complete voluntary participation and prior consent of the respondents.

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Instrumentation and Data Collection

The tool of the data collection i.e., the questionnaire was designed with the help of prior studies information and material. To measure the variables, the measurement scales were adopted and extracted from previous literature studies that have provided complete statements for the scales. The study adopted a 12-item scale for measuring online communication and extracted these items from a study (Newman et al., 2020). The scale was measured with the help of a 5-point Likert scale. The source of the items was concentrated in the role of team leaders, so the items were adapted and designed to make them fit per the main theme of this study. The example item from the main source was "My team leader communicates using an appropriate level of frequency".

The next variable cognitive appraisal was measured with a 10-item scale and the scale was borrowed from a study conducted by Zheng et al. (2019). The scale items were extracted from the source, entered in the questionnaire and measured with a 5-point Likert ranging from 1 to 5.

The social awareness scale was borrowed from (Silvera et al., 2001). The scale was comprised of 7 items that have the essence of concept related to the interaction and perception of an individual with the community people. An example item includes "I often feel that it is difficult to understand others".

Next, the self-awareness was measured with the help of 3 items. The adopted items were extracted from (Hwang & Lee, 2019) and the study measured the scale items with a 5-point Likert scale. The study measured the scale with a 5-point Likert scale.

Emotional competency is a dimensional variable and has different types, however, all the types have a main theme of emotions and the effective management of the emotions. So, the study measured emotional competency with 4 items which were measured in the questionnaire with a 5-point Likert scale. The scale items were facilitated by a recent study conducted by Fernandez-Perez and Martin-Rojas (2022).

The last variable self-efficacy got a 7-item scale for its measurement and the scale was picked from the study (García-Lázaro et al., 2022). The scale has the items that have an effective reflection of the self-efficacy in an individual and the items entered in the questionnaire were

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scaled with the help of the Likert scale. The Likert scale for all the adopted items started from 1: strongly disagree to 5: strongly agree.

ANALYSIS

Descriptive Statistics

Descriptive tests provide supplementary insights into the confirmation of the absence of anomalies in the dataset and ascertain the existence of normality (Fisher & Marshall, 2009). Descriptive statistics is a statistical technique utilized to assess regular patterns and anomalies in research data (Kaur et al., 2018; Nick, 2007). In Table 2, the results of the descriptive statistics are given. Each variable is comprised of 433 sample size in total. The values of the variables CA, SE, SA, SAW, EC, and PWB range from 1.00 to 5.00. SE exhibits the greatest mean value of 3.8690, whereas SAW demonstrates the lowest mean value of 2.9792. Standard deviations that are distinct indicate varying degrees of variability. The variable SAW exhibits a positive skewness, whereas the variables CA, SE, SA, EC, and PWB display a negative skewness, showing a left-skewed distribution.

Table 2: *Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness
CA	433	1.00	5.00	3.6095	1.01695	-.629
SE	433	1.00	5.00	3.8690	1.10141	-.837
SA	433	1.00	5.00	3.3491	1.28297	-.300
SAW	433	1.00	5.00	2.9792	1.15284	.111
EC	433	1.00	5.00	3.4694	1.09624	-.353
PWB	433	1.00	5.00	3.2523	1.28515	-.229
Valid N	433					

Note: “CA= cognitive appraisal, SE= self-efficacy, SA= social awareness, SAW= self-awareness, EC= emotional competency, PWB= personal well-being”.

KMO and Bartlett's Test

Through factor loading analysis, the measurement scale's sustainability has been evaluated. To determine whether or not the items on the scale exhibited a stronger correlation, the researchers conducted factor loading and KMO & Bartlett tests (Hadi et al., 2016). The results of the KMO & Bartlett test are presented in Table 3 have shown that these tests are significant.

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Table 3: *KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.922
Bartlett's Test of Sphericity	Approx. Chi-Square	16308.348
	Df	595
	Sig.	.000

Factor Loadings

The rotating component matrix is employed to determine whether items have overlapping or duplicate loadings (Peterson, 2000; Thorndike, 1987). The outcomes of the component matrix that was rotated are displayed in Table 4. Every element in the rotated component matrix is represented by a value between 0.6 and 0.8. The researcher assessed EC using four-item scales, CA using ten-item scales, SA being measured using seven-item scales, SE being assessed using three-item scales, SAW being measured using three-item scales, and PWB was assessed using four-item scales.

Table 4: *Rotated Component Matrix*

	Component					
	1	**2**	**3**	**4**	**5**	**6**
EC1					.802	
EC2					.825	
EC3					.896	
EC4					.891	
CA1		.718				
CA2		.737				
CA3		.731				
CA4		.771				
CA5		.754				
CA6		.739				
CA7		.754				
CA8		.713				
CA9		.719				
CA10		.789				
SA1			.883			
SA2			.842			
SA3			.826			
SA4			.881			
SA5			.878			

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SA6		.805			
SA7		.848			
SE1	.956				
SE2	.955				
SE3	.949				
SE4	.935				
SE5	.942				
SE6	.947				
SE7	.949				
SAW1					.829
SAW2					.814
SAW3					.785
PWB1			.878		
PWB2			.893		
PWB3			.897		
PWB4			.869		

Note: "CA= cognitive appraisal, SE= self-efficacy, SA= social awareness, SAW= self-awareness, EC= emotional competency, PWB= personal well-being".

Validity Analysis

Convergent validity refers to the degree of correlation that exists between a given test and other assessments that examine similar subjects (Skiendziel et al., 2019). Convergent validity is a critical component of research as it facilitates the evaluation of whether a test effectively captures the precise construct it was designed to assess. Composite reliability, also referred to as construct reliability, is the evaluation, such as Cronbach's alpha, of the internal consistency of the scale items in a given measure (Hair Jr et al., 2021; Hayes & Coutts, 2020). In order to ascertain the average variance recovered, the mean value of the "squared loadings" of the construct-associated indicators is computed (Cable & DeRue, 2002; Rourke & Anderson, 2004). In order to meet the specified criteria, both the average variance extracted threshold range and the composite dependability value must exceed 0.7 and 0.5, respectively. The results and numerical values for each component are displayed in Table 5. The variables exhibit CR values that exceed 0.5. In general, the AVE values exceed 0.7. These values suggest that the convergent validity is present in the dataset.

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Table 5: *Validity Analysis*

	CR	AVE	MSV	MaxR(H)	SE	CA	SA	PWB	EC	SAW
SE	0.986	0.912	0.070	0.987	**0.955**					
CA	0.933	0.583	0.219	0.936	0.265***	**0.763**				
SA	0.954	0.747	0.204	0.957	0.220***	0.451***	**0.864**			
PWB	0.940	0.796	0.172	0.943	0.233***	0.414***	0.071	**0.892**		
EC	0.931	0.775	0.219	0.989	0.179***	0.468***	0.379***	0.210***	**0.881**	
SAW	0.786	0.551	0.154	0.794	-0.059	-0.392***	-0.017	-0.163**	-0.058	**0.743**

Note: "CA= cognitive appraisal, SE= self-efficacy, SA= social awareness, SAW= self-awareness, EC= emotional competency, PWB= personal well-being".

Discriminant validity explains the degree to which a test precisely measures the intended idea it was created to evaluate (Guenole et al., 2016). The results illustrating the distinctive features of the variables are displayed in Table 5 above. To ensure that each construct is valid, the square root of AVE should be greater than the other correlations produced by the construct. The loading levels of each construct must exceed the correlations of the other constructs. The model has discriminant validity, as indicated by the fulfilment of both of these criteria.

CFA

The confirmatory factor analysis is a statistical technique used to validate the "factor structure" of a set of observable variables (Hoyle, 2000). The adequacy of the measurement model was assessed using the utilization of multiple goodness of fit tests (Harrington, 2009). The results from Table 6 indicate that the model of the study is excellent.

Table 6: *Model fitness*

Measure	Estimate	Threshold	Interpretation
CMIN	1341.478	--	--
DF	545.000	--	--
CMIN/DF	2.461	Between 1 and 3	Excellent
CFI	0.951	>0.95	Excellent

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SRMR	0.037	<0.08	Excellent
RMSEA	0.058	<0.06	Excellent
PClose	0.000	>0.05	Not Estimated

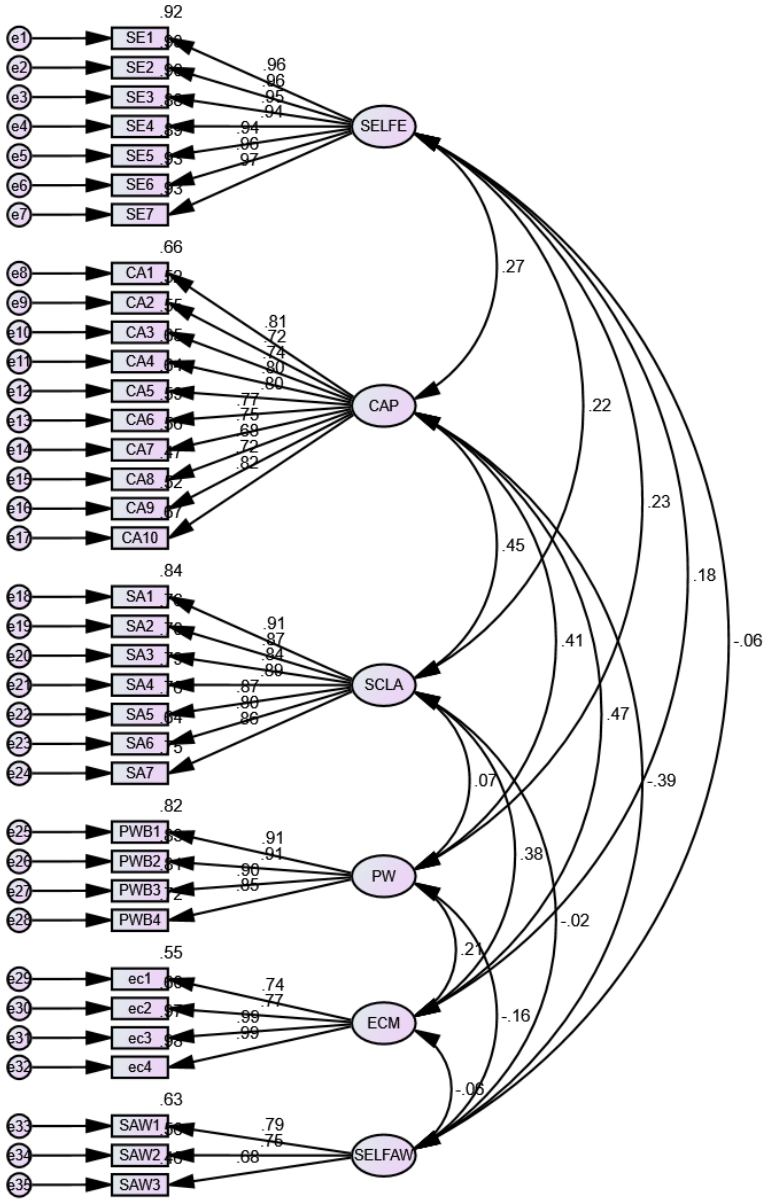

Figure 2: CFA

Hypotheses Testing

SEM was used to test the hypotheses. The results of direct hypothesis are presented in table 7 below. The hypotheses and associated p-values indicate associations between various

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variables. The p-values for SE, which are all below the predetermined significance level of 0.005, indicate that the relationship between SA and SAW is statistically significant. A similar relationship can be observed between CA and SA; the level of significance between CA and SA is 0.007, while the significance level for the association between CA and SAW is 0.016. While the association between EC and SE is not statistically significant (p=0.614), EC demonstrates significant associations with SA (0.021), SAW (0.040), and CA (0.011).

Table 7: *Direct Hypotheses Testing*

Parameter			Estimate	Lower	Upper	P
SE	<---	SA	.212	.141	.298	.005
CA	<---	SAW	-.333	-.403	-.254	.016
SE	<---	SAW	-.046	-.121	.035	.308
CA	<---	SA	.415	.352	.487	.007
EC	<---	SA	.211	.104	.297	.021
EC	<---	SAW	.104	.020	.179	.040
EC	<---	SE	.021	-.047	.106	.614
EC	<---	CA	.401	.276	.499	.011

Note: "CA= cognitive appraisal, SE= self-efficacy, SA= social awareness, SAW= self-awareness, EC= emotional competency, PWB= personal well-being".

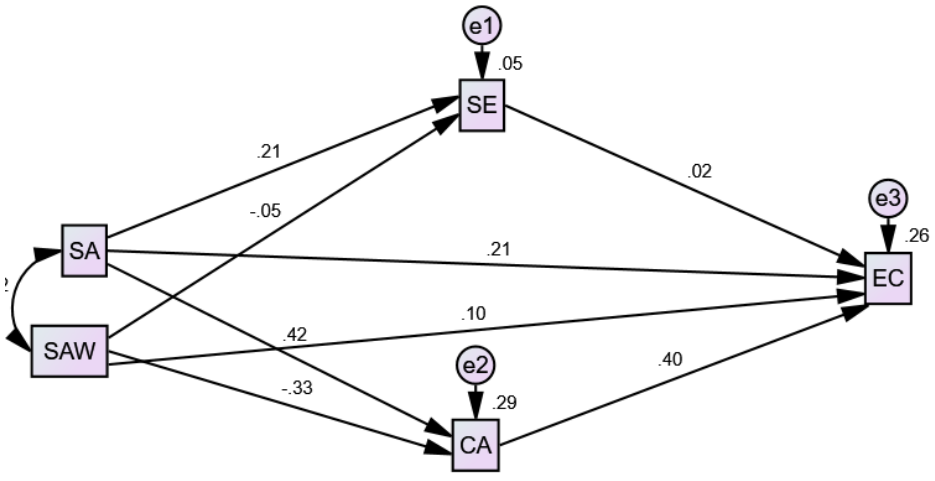

Figure 3: SEM

Mediation Analysis

Table 8 presents the results of mediation analysis to examine the influence of CA and SE on the association between EC and SA. The findings suggest that SE significantly mediates the

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relationship between SA and EC (p = 0.004), and the relationship between SAW and EC (p = 0.004). However, CA insignificantly mediates the relationship between SA and EC (p = 0.166), and the association between SAW and EC (p = -0.133).

Table 8: *Mediation Analysis*

Indirect Path	Unstandardized Estimate	Lower	Upper	P-Value	Standardized Estimate
SA --> SE --> EC	0.004	-0.008	0.020	0.600	0.004
SAW --> SE --> EC	-0.001	-0.010	0.001	0.415	-0.001
SA --> CA --> EC	0.142	0.100	0.192	0.001	0.166***
SAW --> CA --> EC	-0.127	-0.170	-0.088	0.001	-0.133***

Note: "CA= cognitive appraisal, SE= self-efficacy, SA= social awareness, SAW= self-awareness, EC= emotional competency, PWB= personal well-being".

Moderation Analysis

Table 9 presents the findings of moderating influence of PWB. It was accepted with a significant p-value 0.03.

Table 9: *Moderation Analysis*

Parameter			Estimate	Lower	Upper	P
ZEC	<---	ZPWB	.202	.120	.279	.016
ZEC	<---	ZSE	.116	.029	.201	.028
ZEC	<---	INT_SEP	-.137	-.274	-.030	.034

Note: "CA= cognitive appraisal, SE= self-efficacy, SA= social awareness, SAW= self-awareness, EC= emotional competency, PWB= personal well-being".

DISCUSSION

Three major statistical techniques were used in the conducted analyses: mediation analysis, moderation analysis, and direct hypothesis testing. These techniques helped to clarify the intricate relationships between cognitive appraisal (CA), self-efficacy (SE), social awareness (SA), self-awareness (SAW), emotional competency (EC), and personal well-being (PWB). Each analysis provides valuable insights into the interactions between these variables, shedding light on the moderating role of personal well-being as well as the direct and mediated effects.

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The results of the direct hypotheses testing revealed important correlations between several important variables. Significantly, there appears to be a positive correlation between self-efficacy (SE) and social awareness (SA) (estimate = 0.212, p = 0.005), indicating that people who are more socially aware also typically have higher levels of self-efficacy. This is an important finding because it suggests that a person's confidence in their abilities may be positively impacted by their increased awareness of social cues. According to the study Batool and Siddiqui (2020), emotional intelligence significantly and favorably affects psychological subjective health, and well-being in addition to the subjects themselves. Psychological subjective health and well-being also have a positive impact on subjects.

On the other hand, the negative relationship (estimate = -0.333, p = 0.016) between self-awareness (SAW) and cognitive appraisal (CA) indicates that cognitive appraisal tends to decline with increasing self-awareness. This inverse relationship may be a sign of a process whereby critical assessment of cognitive processes is prompted by intense introspection. Furthermore, there is evidence that those who are more socially aware may also be more emotionally competent, given the positive correlation that has been found between social awareness (SA) and emotional competency (EC) (estimate = 0.211, p = 0.021). This link emphasizes how social cue awareness improves a person's capacity to effectively navigate and regulate their emotions. The results Walton and Hibbard (2019) showed that all participants' emotional intelligence and their understanding of children's SEC were significantly positively correlated. Knowledge of children's SEC was not correlated with the educational background of childcare providers, and knowledge of children's SEC was significantly correlated with the length of time a worker spent in childcare. It is suggested that early childhood educators can improve their ability to support children's emotional development by undergoing emotional intelligence training.

The indirect pathways by which self-awareness (SAW) and social awareness (SA) impact emotional competency (EC) through cognitive appraisal (CA) and self-efficacy (SE), respectively, were investigated in the mediation analysis. Interestingly, it was discovered that there was a significant indirect path (estimate = 0.004, p = 0.600) from social awareness to emotional competency through self-efficacy. According to this, increased self-efficacy acts as a partial mediating factor for the beneficial effects of social awareness on emotional competency. The results of the study Alshammari and Alenezi (2023) indicate that enhancing training and incorporating technology can lead to increased competencies and satisfaction..

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Moreover, the pivotal role of self-efficacy and social support in mediating this connection underscores their significance in influencing these outcomes. The study (Yang, 2021) emphasize how critical it is to support teachers' self-efficacy in online instruction in order to avoid teacher compassion fatigue. Additionally, it shows that teachers with higher SEL competencies were more aware of the negative correlation between compassion fatigue and self-efficacy in online instruction than teachers with lower SEL competencies. In this study, the emphasis was on educators' Social-Emotional Learning (SEL). Likewise, there was a significant mediation path (estimate = -0.001, p = 0.415) from self-awareness to emotional competency through cognitive appraisal, albeit with a negative estimate. This indicates a decrease in cognitive appraisal may act as a partial mediating factor between self-awareness and emotional competency. It suggests that a more critical cognitive assessment could result from increased self-awareness, which could then impact emotional competency negatively. The pathways of mediation involving cognitive appraisal suggest that cognitive appraisal is an important mediator of social and self-awareness into emotional competency. This highlights the complex relationship that exists between mental processes and emotional health.

The focus of the moderation analysis was on how emotional competency (EC) and other important variables were influenced by personal well-being (PWB). Significant moderating effects were found in the relationships between self-efficacy (ZSE), emotional competency and personal well-being (ZPWB), and the interaction term between self-efficacy and social awareness (INT_SEP).

A more marked positive impact of emotional competency on overall well-being appears to be experienced by individuals with higher levels of personal well-being, according to the positive moderation effect of personal well-being on the relationship between emotional competency and personal well-being (ZPWB) (estimate = 0.202, p = 0.016).

Moreover, the relationship between emotional competency and self-efficacy (ZSE) shows a positive moderation effect of personal well-being (estimate = 0.116, p = 0.028), suggesting that personal well-being amplifies the positive correlation between the two. It would seem from this that people who are happier could have more self-assurance in their emotional intelligence. The interaction between self-efficacy and social awareness (INT_SEP) (estimate = -0.137, p = 0.034), on the other hand, shows a negative moderation effect of personal well-being. This implies that personal well-being moderates the interplay between self-efficacy and social awareness, potentially affecting the relationship between these two variables.

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CONCLUSION

In brief, the findings indicate a multifaceted network of connections among mental functions, affective proficiency, and individual welfare. Cognitive appraisal and self-efficacy serve as mediating mechanisms between social awareness and self-awareness, which are crucial in forming emotional competency. The strength and character of these relationships are further influenced by personal well-being, which also shows up as a major moderator.

To develop interventions targeted at improving emotional competency and well-being, it is imperative to comprehend these relationships. For example, because self-efficacy and cognitive appraisal act as mediators, interventions aimed at increasing social and self-awareness may also indirectly improve emotional competency. It also emphasizes the significance of individual differences in the efficacy of such interventions to take personal well-being into account as a moderator. By shedding light on the complex interactions between emotional intelligence, cognitive functions, and wellbeing, these findings add to the expanding corpus of research in this area. For those looking to enhance their emotional competency and general well-being, future studies may investigate experimental and longitudinal designs to confirm these associations and provide guidance for the creation of focused interventions.

IMPLICATIONS

The study has important applications for people, teachers, and professionals working in the domains of psychology and emotional health. Given that social awareness and self-efficacy are positively correlated, interventions that emphasize social skills training and raising awareness of social cues may also increase people's confidence in their own abilities. Such training programs can be implemented by educators and employers to improve students' and employees' interpersonal skills and sense of self-efficacy. Given the inverse relationship found between self-awareness and cognitive appraisal, self-reflective individuals may find it advantageous to receive interventions designed to facilitate the management of critical self-evaluation. Mental health and counseling professionals can create interventions that help people reflect on themselves in a positive way, which lessens the possibility of negative effects on cognitive appraisal.

Moreover, social awareness and emotional competency have a positive correlation, which emphasizes the significance of social skills in emotional regulation. Enhancing emotional competency, which is essential for both personal and professional success may unintentionally

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result from interventions meant to increase social awareness. Employers and educators could create training programs that incorporate the development of social and emotional skills.

The work advances our theoretical knowledge of the complex interrelationships among emotional intelligence, cognitive function, and overall wellbeing. Insights into the psychological mechanisms connecting social and self-awareness to emotional competency are revealed by the mediation analysis, which also highlights the function of self-efficacy and cognitive appraisal as mediators. This identifies channels through which these constructs interact, augmenting current theories on emotional intelligence. To emphasize the importance of taking individual differences into account when studying emotional intelligence, the moderation analysis adds personal well-being as a significant moderator. This suggests that personal well-being is very important in determining how emotional competency affects overall well-being, adding complexity to theories already in place.

LIMITATIONS AND FUTURE RESEARCH

The study may be somewhat context-specific, which is one of its major limitations. The cultural and regional context of the data collection may have an impact on the findings, which could restrict how broadly the findings can be applied. Due diligence should be taken when generalizing the study's findings to other populations because it was limited to a particular demographic or cultural group. The sample may have been biased in one or more regions, which could have an effect on the findings' external validity. The study's limitations may include the socio-cultural subtleties of a given area, which could impact the correlations between variables. Future studies should give priority to cross-cultural investigations to overcome these limitations and confirm that the results can be applied to various cultural contexts and geographical areas. A more thorough understanding of the connections between cognitive functions, emotional intelligence, and wellbeing can be obtained through comparative studies involving various nations.

A more comprehensive understanding of the dynamic nature of these relationships over time would also result from conducting longitudinal research and extending the study's timeframe. The ways that alterations in cognitive functions and emotional intelligence affect well-being at various phases of life may be captured by longitudinal research. Furthermore, to cross-verify the relationships found in this study, future research should think about including multiple countries. This might entail conducting the study again in different cultural contexts to

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investigate any possible differences in how cognitive processes, emotional intelligence, and wellbeing interact across cultural contexts.

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