Journal of Informatics Education and Research
ISSN: 1526-4726
Vol 4 Issue 3 (2024)

Digital Intellect and Emotional Perspicacity are Harmonize Each Other -A Core Adroitness for the Future Digital Era

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ABSTRACT

The concept of digital Intelligence is essential in a world, which is riding on the back of digitalization that this century demands. It is stated that students are one of the vulnerable social groups affected by digital tools. This study aims to measure digital intelligence quotient (DIQ) among students. In this direction, our objective is to discuss whether digital intelligence and emotional intelligence is needed simultaneously in order to be effective digital citizens in future. It is also aimed to put forward a discussion about which type of digital intelligent quotient is more developed among students. In this context, total sample size of 265 were collected from college students of above 18 years and performed correlation using SPSS and SEM using SMART PLS to test the relationship between two variables. Findings showed that digital intelligence among the students has a significant correlation with emotional intelligence and there exists an equal level of development among eight categories of digital intelligence quotient among students with a slight difference for the digital right skills. It also showed that successful outcomes of a digital citizen could occur if emotional intelligence and digital intelligence are given equal importance and evaluated simultaneously.

Keywords: Digital Emotional Intelligence, Digital Intelligence Quotient (DIQ), Digitalization, Digital Tools, Digital Competencies

1. INTRODUCTION

The present sharing economy necessitates ongoing digital skill development, particularly given the rapid emergence of new forms of interpersonal communication and engagement. As the amount of time spent online rises, information overload affects everyone. In order to bring about social and economic benefit, societies are becoming more and more dependent on the degree of digital technology and information they can integrate. IT and digital media were specialised skills a decade ago. They are now essential skills required for success in the majority of professions. Digital skills are therefore a crucial component of a comprehensive educational system. Without a national programme for digital education, control of and unequal access to technology will exacerbate inequality and impede socioeconomic mobility. The difficulty for educators is to get over the idea that IT is just a collection of hardware and software tools or delivery methods ("IT-enabled education platforms"). Instead, the focus should be on developing children's skills and self-assurance so they can thrive in a society where digital media is an essential part of daily life.

An assessment of general and emotional intelligence, such as the IQ or EQ, is similar to a Digital media (DQ) proficiency and mastery of a person are competencies that may be assessed. The good news is that DQ is a very learnable competence. Despite its significance, educators and leaders frequently ignore the idea of digital citizenship. Due to the digital generation gap, which sees budding students as the first generation to grow up in the smartphone and social media era, neither parents nor teachers are aware of how to properly prepare kids with these abilities.

For many nations, digital transformation is a top priority on the national agenda. Building a complete set of digital competences for students globally by integrating DQ education into both public and private educational systems is a key component of digital transformation. The value of digital citizenship as the cornerstone of digital intelligence must be understood by national authorities. Building civic values and identity formation in the digital environment should be the first steps in teaching student's digital competences, which will then lead to the development of practical skills for job preparedness and effective social interaction. The implementation of digital citizenship initiatives as a component of an all-encompassing digital education framework needs to be a top priority for national education officials.

It is advised that countries create a master plan for developing a digital education curriculum that is in line with international standards like those described in DQ digital citizenship and its set of skills. At the moment, a lot of curricula emphasise practical coding abilities or digital literacy. National education policies must, however, become more comprehensive and equip kids for the expanding influence of digital technology on daily life. For instructors who do not have a thorough understanding of the digital competences required for DQ skills instruction, these changes provide a difficulty.
Therefore, it's critical that digital education practises deliver tried and proven instructional programmes to national curricula and give the proper tools and resources for instructors, in addition to being in line with the most recent technology advancements and concerns. It is strongly advised that nations establish public-private-civic partnerships that combine the most cutting-edge, top-notch educational materials and initiatives created by the commercial and public sectors. The DQ Framework is divided into two sections called "areas" and digital intelligence "levels" Digital Identity, Digital Use, Digital Safety, Digital Security, Digital Intelligence, Digital Communication, Digital Literacy, and Digital Rights are the eight main facets of one's digital existence that have been recognised.

The three separate "levels" of digital citizenship, creativity, and competitiveness allow for additional differentiation of the abilities within these eight domains. Therefore, this study aims to bring answers to the following research questions:

RQ1: Which type of digital skills (digital identity, digital use, digital safety, digital security, digital communication, digital literacy and digital rights) are more developed among students?

RQ2: Whether students need the existence of emotional intelligence simultaneously with digital intelligence for an effective and efficient digital citizen in the future?

2. INTELLIGENCE AND EMOTIONAL INTELLIGENCE

The capacity to learn from experience and to adapt to, shape, and choose surroundings is referred to as intelligence. It draws attention to two types of characterization: one that emphasises task-specific expertise and another that is broader and more adaptable. This suggests that two fundamental aspects of intelligence are the ability to perform well in a wide range of activities and adapt to a variety of environments. Intelligence is typically assessed with an IQ test (Chollet, 2019, pp. 1e64; Sternberg, 2012). In order to succeed academically, intelligence is closely tied to the person and may be used as a criterion (He et al., 2020; Peng & Kievit, 2020). Reasoning abilities have been developed in people with high IQs (Ozkan, 2008 €). In the field of education, intelligence can be viewed as a success factor (Deary et al., 2007), however it is not possible for digital citizens working in this digital era to consider intelligence alone a success criterion.

Therefore, a person's ability to succeed both personally and academically can be determined by their intellect. It cannot, however, be the sole criterion for success. Like intellect, emotional intelligence is not developed by measurement. A form of intelligence known as the emotions of people and describes the capacity to comprehend, regulate, and control emotions as well as the capacity for empathy is called emotional intelligence.

Emotional intelligence is the ability to recognise, analyse, and regulate one's own emotions as well as the emotions of others (Goleman, 1998; Salovey & Mayer, 1990). Evaluation of one's own emotions and those of others, management of emotions, and effective use of emotions are all examples of emotional intelligence (Salovey & Mayer, 1990).

Emotional intelligent people are able to effectively grasp their own feelings as well as those of others and utilise their emotions to guide their ideas and behaviour (Drigas & Papoutsi, 2018). Another definition of emotional intelligence is that it includes self-awareness, self-motivation, empathy, the development of social skills, and the ability to control one's own emotions. (2009) (Goleman). By concentrating on their positive emotions when confronting challenges and barriers, people with emotional intelligence are able to maintain their strength. The management and control of unfavourable

emotions are also impacted by emotional intelligence (Armstrong et al., 2011). Individuals with emotional intelligence are able to control their emotions and enables efficient interpersonal communication. It is simpler to display behaviours when empathy is developed and other people's sentiments are acknowledged (Petrovici & Dobrescu, 2014). It's crucial to have emotional intelligence wherever people are.

Emotional intelligence is needed in the digital world so that people working together in the same digital environment can understand each other, work in cooperation and share common feelings. In many sectors, mutual communication, cooperation and support between work teams are intensely carried out (Assbeihat, 2016).

Digitalization efforts have also accelerated with COVID-19 and have become the basic reality now (Gavrila Gavrila & de Lucas Ancillo, 2021).

3. DIGITAL INTELLIGENCE

The idea of digital intelligence is one that educators mostly emphasise. To help students adjust to the digital environment and effectively use digital resources, the idea of digital intelligence was proposed. It is important to acquire digital intelligence in order to be safeguarded from the potentially harmful information that the digital world can offer, to utilise digital tools effectively and advantageously, and to be susceptible to future digital developments. Budding stars such as kids, students, however, are among the groups most impacted by the technology environment and digitalization. It is obvious that digital operations will be managed more efficiently and effectively with the help of digital intelligence in the current environment, where digitalization is crucial.

The capacity to use digital tools, originality, and innovative thinking stand out as additional abilities in the modern digital era, nevertheless, as should be noted. The prerequisites listed above demonstrate the presence of digital intelligence. To help young students adjust to the digital world and use digital technologies appropriately and effectively, the phenomenon of "digital intelligence" has evolved. Young generations are cited as one of the social groups most sensitive to the effects of digital gadgets. Therefore, it is intended to increase children's digital intelligence so that they can become useful digital citizens in the future. It is said that in order to be successful and adaptive digital citizens, people must possess both technical and social-emotional skills. Digital citizen identification, screen time management, cyberbullying management, cyber security management, digital empathy, digital footprint management, critical thinking, and privacy management are the major markers of digital citizenship. Associated with these indicators, capabilities such as Self-awareness, self-management, social awareness, and relationship management are necessary for emotional labour. When looking in this direction, it is impossible to deny the role that developing digital competences plays in developing emotional intelligence (DQInstitute, 2017, p. 1e29). The same applies to businesses in this case. Employees must possess social-emotional skills in order to develop digital competences (Leahy & Wilson, 2014, pp. 178e189). The effectiveness of both employees and customers is influenced by social-emotional abilities.

This is especially concerning for kids since they often face hazards including increased anxiety, network peer pressure, identity theft, dependency on digital gadgets, false information, or invasions of privacy. The study reveals that more than half of youngsters aged 8 to 12 from 29 different nations are exposed to at least one hazard present in the network. Children from nations with emerging technical infrastructure are exposed to threats 1.3 times more frequently than their counterparts from nations with advanced digital infrastructure (DQ Institute, 2020).

Recommendations on risks to and security in the cyberspace were made during the European Cybersecurity Forum (CYBERSEC). They include:

i. adopting precautions to guard against network information activities;
ii. needing further research into fake social media profiles and bots' operations.
iii. the necessity of responsible journalism in the media and while obtaining information online, particularly via social media Fact.
iv. checking, critical thinking, and awareness-raising campaigns; the need for better education with a focus on technology, morals, and the ability to use media safely; an improvement in cybersecurity, raising operational potential, and security; and artificial intelligence (AI), which is both a challenge and an opportunity but also carries

the risk of being used to carry out disinformation campaigns (cybersec, 2017). Without the necessary education, it will be impossible to handle it.

DQ Digital Citizenship Competency	**Social-Emotional Competency (Singapore MOE)**	**Cyber Risks**
Digital Citizen Identity	1.Self-Awareness (Self-efficacy) 2.Self-Awareness (Accurate self-perception)	
Screen Time Management	1.Self-Management (Self-motivation and discipline) 2.ResponsibleDecision-Making (Personal, moral and ethical responsibility)	Game addiction
Cyber bullying Management	1. Self-Management (Impulse control and stress management) / Emotional Regulation 2.Relationship Management (Negotiation, refusa and conflict management) 3. Relationship Management (Seeking and providing help) 4.ResponsibleDecision-Making (Personal, moral and ethical responsibility)	Cyber bullying Cyber victimization
Cyber Security Management	1. Responsible Decision-Making (Problem solving)	Cyber threats
Digital Empathy	1. Social Awareness (Perspective taking, Empathy) 2. Relationship Management. (Communication, social engagement and building relationships)	Online trolls
Digital Footprint Management	1. Responsible Decision-Making (Problem identification and situation analysis) 2. Responsible Decision-Making (Evaluation and reflection)	Social media reputation risks
Critical Thinking	1. Relationship Management (Seeking and providing help) 2. Responsible Decision-Making (Personal, moral and ethical responsibility)	Fake News Online grooming / radicalization Online sexual behaviours Online violent contents
Privacy Management	1. Responsible Decision-Making (Personal, moral and ethical responsibility)	Privacy invasion

Table 1: Liking of DQ Digital Citizenship Competencies to Social-Emotional Competencies and Cyber risks (Source: DQ Global Standard Reports 2019)

4. EMOTIONAL INTELLIGENCE AND DIGITAL INTELLIGENCE

Evaluation of one's own emotions and those of others, management of emotions, and effective use of emotions are all examples of emotional intelligence (Salovey & Mayer, 1990). People with emotional intelligence can fully comprehend their own feelings as well as those of others and may utilise their emotions to guide their ideas and behaviour. The management and control of unfavourable emotions are also impacted by emotional intelligence.

Mutual communication, cooperation, and support amongst work teams are heavily practised in numerous industries (Assbeihat, 2016). people will experience a variety of emotions when communicating, therefore managing these emotions and presenting them in a way that is suitable for their environment, can help everyone operate more efficiently (Kelly & Barsade, 2001). It should be emphasised that not only businesses but also education sector has largely abandoned their physical workspaces and started converting to remote working solutions as a result of COVID-19.

With COVID-19, digitalization initiatives also gained momentum and are now an integral part of everyday life. As digitalization and artificial intelligence become more prevalent, it will become more crucial for students to have the learning motivation and capacity to enable the creative use of knowledge and technological tools (Zeidner et al., 2004). Emotional intelligence will also become more crucial as students must be able to adapt to changing digital roles, expectations for future demands, and social and emotional skills. The changing nature of digital technology and the adaptation of digital processes require a high level of emotional intelligence.

Online platforms show another way that emotional intelligence affects digital operations. In virtual settings, building positive relationships between people requires emotional intelligence. In virtual contexts as well as in actual working situations, emotional intelligence efficacy is crucial. This phenomenon is really referred to as digital emotional intelligence. In other words, it may be defined as the ability to recognise and use one's own emotions as well as those of others in all types of communication and interpersonal interactions that take place online (Oluwatofunmi & Amietsenwu, 2019; Evrythng & Avery, 2017).

Digital communication techniques display emotional intelligence. Students who possess both emotional intelligence and digital intelligence will be better at communicating on online platforms. For the purposes of this concept, it is critical that students possess digital intelligence so they can effectively manage online platforms and take corrective action when anything goes wrong. The research issue addressed in this study, is more extensive. Given the facts provided, In the current digital era, it is difficult to manage and assess emotional intelligence and digital intelligence separately. Emotional intelligence will be crucial for both sender and receiver in the physical digital environment as well as in the digitization processes, even if digital intelligence is gaining ground in current industrial revolution models and emerging digital trends.

5. RESEARCH FRAMEWORK

This study explored relationships among students Digital Intelligence and Emotional Intelligence. Digital Intelligence is measured using the theory of Gardner (1995) who said that DIQ is a collection of social, emotional, and cognitive skills that enable one to overcome obstacles and adjust to the demands of digital life. DIQ was categorised by Gardner into eight categories as digital identity, digital use, digital safety, digital security, digital emotional intelligence, digital communication, digital literacy and digital rights.

Emotional intelligence was measured according to four dimensions: Self-awareness, Self-Regulation, Relationship Management and Self-Management. Therefore, this study proposed and discussed the hypothesis of the impact of digital intelligence and emotional intelligence on digital competencies of students. In a society with a rapidly evolving electronic environment, civic life, professional integration, and educational routes are all dependent on a set of skills, knowledge, and attitudes known as "digital competence." The study proposed the following hypothesis

H1: There is significant association between digital intelligence (DI) and emotional intelligence (EI).

H2: There exists an equal level of digital intelligence quotients (DIQ) among students

6. METHODOLOGY

We applied a questionnaire investigating Emotional Intelligence and the degree of development of digital skills (digital identity, digital use, digital safety, digital security, digital communication, digital literacy and digital rights) on students from different colleges and universities. The respondents were either undergraduates or graduates. The questionnaire was applied on students for two reasons: one of them is that they are the future specialists in communication and social platforms and the second was that, due to their age, they are a sample of the digitally intelligent new publics.

The questionnaire was applied in March, 2023. A purposive sample was used and it consisted of 295 participants who were required to fill in the questionnaires as accurately as possible; 265 students submitted valid questionnaires. The majority of students (n = 149) were of age from 21 to 23.

7. EMPIRICAL RESULTS

7.1 *DESCRIPTIVE STATISTICS*

Table 1. shows the frequencies of the student's gender. As evident from the table, most of the students (51.3%) were male, while students (48.7%) were female.

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	135	51.3	51.3	51.3
	FEMALE	130	48.7	48.7	100.0
	Total	265	100.0	100.0	

Table 2: Frequency of participants' gender

Table 2. shows the frequencies of the students age groups. As evident from the table, most of the students (56.3%) were ranged between 21 and 23 years of age, while students between 18 and 20 years of age comprised 42.0 %. Similarly, students between 24 to 26 years of age made up only 1.7% of the sample population.

Age group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	111	42.0	42.0	42.0
	21-23	149	56.3	56.3	98.3
	24-26	5	1.7	1.7	100.0
	Total	265	100.0	100.0	

Table 3: Frequency of participants' age

Table 4. shows the frequencies of the student's nativity. As evident from the table, most of the students (60.5%) were metropolitan city, while students (39.5%) were town.

Metropolitan					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOWN	104	39.5	39.5	39.5
	METROPOLITAN	161	60.5	60.5	100.0
	Total	265	100.0	100.0	

Table 4: Frequency of participants' native

7.2 *RELATIONSHIP BETWEEN DI AND EI*

Table 5. describes the strength of an association between two variables. However, if the variables DI and EI are related it means that when one changes by a certain amount the other changes on an average by a certain amount.

The significance value (p value) of correlation shows 0.000 for both the DI & EI which is less than 0.05 so it is significant. so, we can conclude that there is a significant association between digital intelligence and emotional intelligence. Hypothesis H1 is accepted.

Correlations			
		DIGITAL INTELLIGENCE	EI
DIGITAL INTELLIGENCE	Pearson Correlation	1	.365**
	Sig. (2-tailed)		.000
	N	265	265
EI	Pearson Correlation	.365**	1
	Sig. (2-tailed)	.000	
	N	265	265
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 5: Relationship between DI and EI

Table 6: The R value (Correlation Coefficient) value of Kendall's tau_b test and spearman's rho test for both the EI & DI are positive value and it ranges from the bandwidth -1 to +1. So, we can conclude that there is a positive linear correlation (directly proportional) when the variable on the digital intelligence increases as the variable emotional intelligence increases.

Correlations				
			DIGITALINTELLIGENCE	DIGITALEI
Kendall's tau_b	DIGITALINTELLIGENCE	Correlation Coefficient	1.000	.258**
		Sig. (2-tailed)	.	.000
		N	265	265
	DIGITALEI	Correlation Coefficient	.258**	1.000
		Sig. (2-tailed)	.000	.
		N	265	265
Spearman's rho	DIGITALINTELLIGENCE	Correlation Coefficient	1.000	.348**
		Sig. (2-tailed)	.	.000
		N	265	265
	DIGITALEI	Correlation Coefficient	.348**	1.000
		Sig. (2-tailed)	.000	.
		N	265	265
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 6: Strength of Association between DI and EI

7.3 COMPARISON OF DEVELOPMENT OF DIGITAL SKILLS

To compare the development of the eight categories of digital intelligent quotient, the means of the variables were compared. The means for the eight categories have almost the same level (around m = 3.6645), with a slight difference for the digital rights skills (m = 3.6001). Thus, the comparison shows a similar level of development of the eight categories of skills (rather a good level, as a result of self-assessment) in the sample which was studied.

Journal of Informatics Education and Research
ISSN: 1526-4726
Vol 4 Issue 3 (2024)

7.4 ASSESSING THE RELATIONSHIP BETWEEN EI AND DI USING STRUCTURAL EQUATION MODELLING

In terms of structural model assessment, the primary goal of PLS-SEM is not to determine which alternative model best matches the data, but rather to test or forecast the model that has been proposed based on the literature (Hair, J. F. et.al, 2017). PLS-SEM can estimate because the residuals for the manifest and latent variables are associated (Latan, H. et. al, 2017). A two-step procedure is used to evaluate the research model for this study: (i) the assessment of the measurement model, and (ii) the evaluation of the structural model. The main goal of model evaluation is to assess if the measurement and structural model meet the standards for high-quality empirical research (Urbach, N. et.al, 2010).

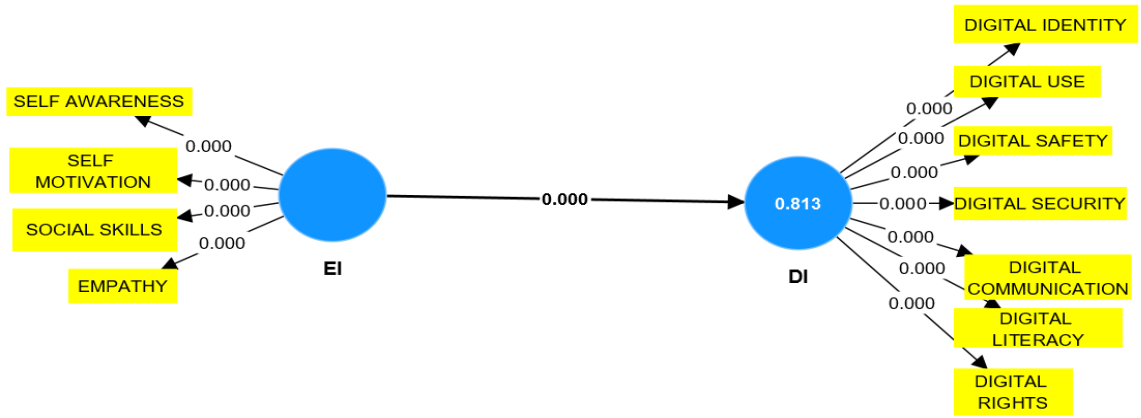

Figure 1: Path coefficients

A SMART PLS SEM was performed to analyse the link between dependent and independent variable. As all the parts taken for the study are significant. Fig 1 shows all values are 0.000 < 0.05 hence the t-statistics is significant. Here the value of R^2 is 81.3% which explains how well the data suits with the study. Also, the influence may be more or less which depends upon the value of R^2. Higher the value of R^2 the impact will be more. Consequently, a higher R^2 value boosts the structural model's capacity for prediction.

Performing a thorough assessment of the structural model's validity can assist the researcher in determining if the hypotheses it expresses are data (Urbach, N. et.al, 2010). Analysis of the structural model is only possible after the measurement model has been successfully validated. A structural model may be assessed using PLS-SEM's determination coefficient $(R)^2$ and the path coefficients.

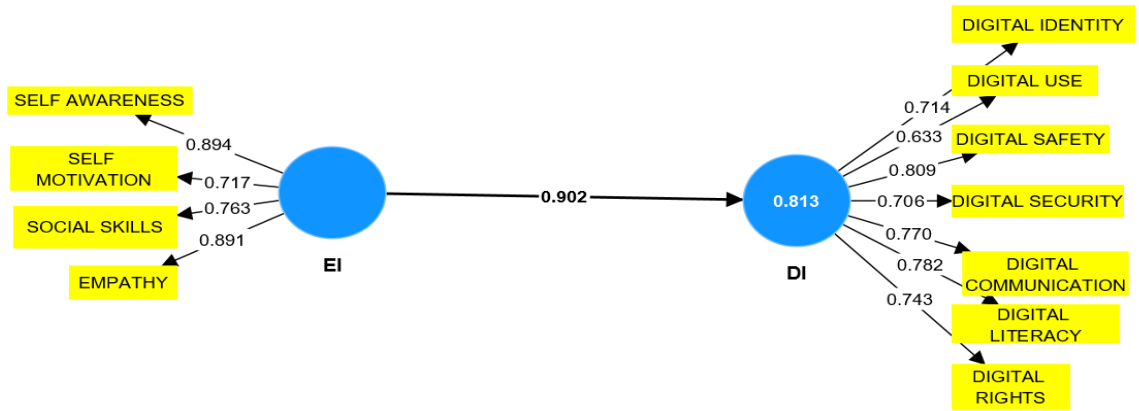

Figure 2: Structural Equation Model

Evaluating each endogenous latent variable's coefficient of determination (R^2) is a crucial initial step in evaluating the PLS-SEM structural model. R^2 evaluates the connection between a latent variable and its explained variance to its total variance. (Nitzl, C. et. al, 2017) states that a value of R^2 0.67 is regarded as substantial, and levels around average values are 0.333, and 0.19 and lower values are seen as feeble. A researcher can determine the strength of the association between two latent variables by looking at the path coefficient value. To investigate the connection the researcher should assess the relationship between two latent variables the algebraic sign, magnitude, and path coefficients significance. (Huber, F. et. al, 2007) states that the path coefficients should surpass 0.100 to take into account a specific impact inside the model must at least be 0.05 level significant.

From figure 2, the path coefficients value is greater than 0.5 which implies greater effect between two latent variables. Also, the magnitude of path coefficients is positive which implies there exists significant positive association between emotional intelligence and digital intelligence. The Coefficient of determinants R^2 values of 0.813 surpass the advised range of 0.50, indicating a good impact (Hair et al., 2019b) which shows emotional Intelligence explains 81.3% of the variance in digital intelligence. Thus, the findings of the structural equation model are in line with SPSS correlation output so we can conclude that the successful outcome of a digital citizens exists in line with the importance and consideration of both emotional intelligence and digital intelligence together.

8 FINDINGS

Despite the ambiguous definition of the term "success" created by various social groups and institutions, one can encounter the idea that intelligence (IQ) and emotional intelligence (EQ) alone are insufficient to function effectively in the modern world and to achieve the desired "success" more and more frequently. As a result of the analysis, categories reflecting that digital intelligence and emotional intelligence complement each other were created (see Table 6) and figure (2). Developing the emotional skills necessary to manage a digitalized platform and the behaviours and ways of thinking necessary to retain in digital era and, therefore to accommodate students with high digital intelligence.

9 LIMITATIONS

Our research has some limitations that should be addressed in the future, further research using a different sample and in the different industry can be studied in order to validate these measures applicable for entire digital world. In the following studies, it may even be possible to create new conceptual models by considering different types of intelligence, such as artificial intelligence, social intelligence and visual intelligence, which may be significant for companies.

10 CONCLUSION

Although the ways and processes of doing work have started to digitalize and remote working systems are becoming more common, as mentioned in the introduction and main section of this study, cooperation among people is necessary in the process of managing, directing, and sharing digital tools and resources. As a result, having digital intelligence to handle digital tools and resources may be highly beneficial for students, who are more exposed to this technology advancement from the early stage of their life, in addition to their capacity for managing their own emotions and those of others. The study's findings emphasised this issue as well. The purpose of this study is to analyse whether two phenomena should be coordinated and integrated with one another rather than to establish which intelligence is better.

Similar to the previous example, although emotional intelligence appears to be the main focus in the development of preschool and primary school students, digital skills, such as the use of digitalized educational tools, digital security, and content development, are the new requirements of the students now. To guarantee that pupils are developing emotionally and academically, it may be necessary to apply both emotional intelligence and digital intelligence concurrently. For architecture, an example that is inverted might be used. The profession of architecture calls for technical expertise. Additionally, understanding how to use computer programmes is necessary. In this situation, digital intelligence is demanded of those who would do this duty. However, when seen broadly, architects' capacity to comprehend client expectations, Project owners' aspirations, ambitions, stimulations, gesticulations, and imitations might indicate that the project will not simply have technical content. Understanding the project owners' emotions, worries, and sensitivities can help the project be finished in a healthy manner and to customers' satisfaction.

As a result of this study, it has been perceived that emotional intelligence and digital intelligence are an inseparable as a whole.

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