Utilizing Emotional Intelligence in Teaching to Foster Economic Integration: The Application of Economic Simulation Models in Higher Education Institutions

Lara AbdelRazik
Department of Public Administration
Faculty of Economics ad Political Science Future University in Egypt

Keywords
Economic Integration, Emotional Intelligence, Private Universities, Public Universities, Simulation Models, Teaching

Abstract

Emotional Intelligence is a vital strategy that should be emphasized in both public and private higher education institutions as it involves recognizing emotions as valuable sources of information that support effective interaction within social contexts. EI encompasses the ability to control one's own emotions, understand other feelings, and influence through processes and behaviors accordingly. Integrating EI into university settings can improve students' cognitive approaches not only through academic theories but also through engaging them in practical activities such as economic simulation models and consultation circles. These methods foster the extraction of economic insights that can inform policymakers' decisions.

Simulation models significantly influence both students and policymakers. However, their current use is largely centered on improving students' knowledge, skills, and overall character development. While this educational benefit is widely recognized, the potential impact of these models on policymakers is overlooked. It is essential to acknowledge that policy makers can benefit greatly from engaging with students through consultation circles, which provide innovative ideas, and collaborative economic solutions.

This paper argues for the relationship between economic simulation models developed by academic advisors in public and private institutions as tools of emotional intelligence and their role in promoting economic integration. This study aims to explore student-led economic simulation models in universities by examining their effectiveness, practices, activities, and outcomes. Using qualitative methods specifically interviews and surveys with university students and academic advisors, this study aims to determine whether the evidence supports or rejects the relationship between both variables.

Corresponding author: Lara Abdelrazik
Email address for the corresponding author: lara.abdelrazik@fue.edu.eg
The first submission received: 14th of June 2025
Revised submission received: 5th August 2025
Accepted: 10th September 2025

Introduction

Emotional intelligence is a part of the general activity of the human brain, the family is the first place where a person learn how to deal with others, through the observation of parents, siblings. For many researchers and the public, the concept of emotional intelligence over the years was basically related and limited to intelligent quotient, which was considered as a type of intelligence that manifests in educational achievements, and in situations that enhance the human ability to plan, think strategically, balancing of choices, and make their own decisions. Goleman defined emotional intelligence as "*A group of skills and*

competencies that enable an individual to identify their own and other's feelings, motivate themselves and manage their relationships effectively" (kurdi, Hamdy;2020).

Simulation-based education refers to the use of simulation games, tools, and creative sessions that enrich the learning process and enhance interaction within universities (Campos, Nogal, Caliz, Juan; 2020). A simulation model is developed to conduct what-if analysis and estimate cases under different policies (Ghaffarzadegan;2021). Digital games remain an option for enhancing education through attention attraction and retaining knowledge (Wiggins, 2017).

The application of economic simulation models will enhance students' emotional intelligence as well as construct new ideas and policies that might be helpful for decision makers. New teaching frameworks extend existing learning approaches and set students as main characters in the learning process. Psychologists distinguished the role of games as an important factor in intellectual development, and have found positive effects including higher performance, engagement, and learning motivation (Bach, Zoroja;2020). This paper shows the relationship between emotional intelligence and simulation models through the application of these models especially the economic ones within universities.

Literature Review

Emotional Intelligence

The term emotional intelligence itself was discussed in the literature several times before Salovey and Mayer proposed the first formal definition and model in (1990), and after the construction of this model, several alternative concepts were developed. However, the most influential and the one mainly responsible for launching the field was Goleman (Petrides, Furnham, Norah;2004). Salovey and Mayer view emotions as organized responses, crossing the boundaries of many psychological subsystems, they are basically emotions that arise in response to an event, with a positive or a negative meaning for the individual. They defined emotional intelligence as a subset of social intelligence which was initially defined as the ability to understand and manage people. Meanwhile emotional intelligence was initially also described as the ability to monitor one's own and other'sfeelings and use them to guide one's decisions (Salovey, Mayer;1990).

Goleman holds some valuable lessons, he took a more holistic approach defining emotional intelligence rather than tradition definitions, stating that cognitive intelligence is God-Given while emotional intelligence can be strengthened later in life (Culver, 1998). Emotional Intelligence involves a cluster of skills, including self-control and management, persistence, and self-motivation as well. Teaching how to control anger, managing conflicts, and developing empathy are essential to help children or adults developing their way of thinking (John,1996).

Simulations, and Gamification in Higher Education

Interactive game-based learning has emerged as a powerful tool in economic, cultural, and educational fields, since universities are preparing students for the working environment, on the other side, successful companies no longer only train employees in skills, but they motivate them to adopt to the company's perspectives, as well as creatively innovate new ones (Squire;2005). The goals for workforce learning are somehow different from those of the traditional ones, there is no doubt that learning is the major objective. However, the real goal is to help students perform tasks in a manner that leads to desired end goals. Emotional Intelligence intervention may include pretraining virtual orientation, classroom training, profit and loss games, and training postings to discussion boards. Multiple gameplays are essential for effective learning, and the researchers concluded that individuals with less game experience and poorer attitudes towards games in general may benefit less from gamified instruction than others (Clark;et al). Gamification practices adopted to support the learning processes enacted in the education

sector are considered a rapidly growing phenomena, enhancement of motivation and engagement in learning tasks is the main driver for adopting gamification techniques, empirical studies of simulation models and game-based learning have been carried out at different education levels. However, there is a strong prevalence at university level (Caponetto, Earp, Ott;2014).

Educational institutions have the responsibility to enhance the quality of their services, and they have as well the responsibility to ensure that their students get the highest education quality at all levels. Furthermore, instructors are expected to fulfill their duties to make sure that students are well prepared to go into the labor market. Since 2010, gamification has arisen to increase an individual involvement, motivation, and attitude by using games in non-game contexts. It was firstly used in market and later implemented in health, environment, engineering, computer science, communication, etc….

Simulation models and gaming are effective because it allows students to make errors and try again, facing learning without any kind of fear. It is important to highlight that the findings on the impact of simulation models and gamification are not influencing all participants positively only. However, it has been considered negative for others (Silva, Rodrigues, Leal;2019). Some scholars found that gamifying assessment activities resulted in significantly lower content knowledge. Gamification of assessment activities has a negative impact on content knowledge and student perceptions when applied only to assessment of course work, this system must be applied by encompassing a multitude of elements that can benefit various students to be effective (Kwon, Ozpolat; 2021).

Research Methodology

This article aims to identify the relationship between emotional intelligence and the application of economic simulation models and gamification within public and private universities to enhance students' critical thinking and to prepare them for their upcoming working environment. This relationship will be examined whether it is positive or negative through the adoption of a qualitative approach to gain an in-depth insight regarding the negative and positive impact simulation models provide. A structured interview will be conducted with simulation models academic advisors within universities, founders, and co-founders as well interviewing employees within youth leaders' foundation. A foundation that empowers students' activities within universities in Egypt.

Findings/ Results:

This study explored the effects of incorporating emotional intelligence (EI) into public and private universities using economic and interdisciplinary simulation models. The results showed that most interviewees acknowledged the positive influence of these simulations. Benefits included the development of critical thinking, diplomacy, public speaking, research abilities, and the promotion of civic engagement and interest in governance, policy, and international relations. Additionally, simulations foster teamwork and leadership in practical contexts and encourage interdisciplinary collaboration among students from various academic backgrounds.

However, concerns were also raised. Interviewees noted that simulations could become exclusive or elitist if access is limited to specific student groups. There is also a risk of burnout and academic imbalance, especially for students juggling demanding schedules. Participants emphasized the importance of institutional backing; without adequate support, the quality and longevity of simulations could decline.

One interviewee highlighted key challenges such as the lack of institutionalization—simulations are often perceived as extracurricular rather than integral to student development. Another issue is the reliance on student fundraising or short-term support, along with faculty resistance and administrative reluctance in public universities to embrace nontraditional educational methods.

Overall, the interviews reflected a shared understanding of both the strengths and weaknesses of using emotional intelligence through simulation models in higher education. On the positive side, simulations were seen as effective in cultivating emotional intelligence skills such as empathy, active listening, adaptability, and conflict resolution. These models help students adopt diverse perspectives, handle pressure during debates, and collaborate across ideological divides.

Discussions/ Conclusion

Emotional intelligence (EI) and education based on simulation models represent crucial components in preparing undergraduate students for professional life. By implementing simulation activities, universities both public and private can foster key emotional and interpersonal competencies, helping students transition more smoothly into the workforce. These models also serve as effective tools for academic advisors and students to jointly enhance EI capabilities. Through organizing and leading simulation teams and departments, students develop leadership, collaboration, and decision-making skills in a practical, hands-on environment.

However, several challenges hinder the effective application of these models within universities. First, students often struggle to establish a common ground for cooperation, which can affect team performance. Second, logistical and administrative coordination between student-led simulations and university authorities, especially during major events like openings or closings, can be inefficient and problematic. Lastly, a lack of institutionalization remains a significant barrier, as simulations are frequently viewed as extracurricular activities rather than essential elements of student development.

To address these challenges, universities must adopt long-term strategies aimed at integrating simulation models into the academic framework. This includes providing support mechanisms for academic advisors, optimizing resource use to achieve maximum impact with minimal funding, and implementing robust monitoring and evaluation policies to ensure the effectiveness and sustainability of these educational models.

Limitations and direction for future research

A primary limitation of this paper is related to the limited access to both scholarly research and institutional resources related to the use of simulation in university settings. The lack of extensive academic work in this area constrained the depth of analysis and made it challenging to draw broad conclusions while there are many simulation models in private and public universities nationally, and globally as well. This highlights a gap in literature and underscores the need for more comprehensive studies and support for simulations-based practices in higher education.

Appendices

This appendix includes responses from participants who were interviewed using a standardized set of questions. Interviews were conducted in [June/July 2025], and participants were selected based on their application for simulation models within universities.

Interviews Questions

-Can you define your role and how it is related to simulation models within public and private universities?

-In your opinion, what is the relationship between emotional intelligence and the application of models inside universities?

-What are negative and positive impact of applying it within universities?

-From your perspective, how can we enhance students' knowledge through simulation models?

-What kind of activities should be applied?

-What are the main challenges you are facing within your role related to the successful application of these models inside universities?

Interviewee A

Role: Programs Supervisor at The Youth Leaders Foundation and the director of the Student Activities Hub at Future University in Egypt.

Interview Date: July 2025

Interviewee B

Role: Academic Advisor for Green Peace Simulation Model at Future University in Egypt.

Interview Date: July 2025

Interviewee C:

Role: Academic Advisor for BRICS Simulation Model at Future University in Egypt- Faculty of Economics and Political Science

Interview Date: July 2025

Interviewee D:

Role: Founder of BRICS Simulation Model- Graduate from Future University in Egypt- FEPS

Interview Date: June 2025

References

Busch, C. (2014) ECGBL2014-8th European Conference on Games Based Learning*: ECGBL2014, Google Books. Available at: https://books.google.com/books/about/ECGBL2014_8th_European_Conference_on_ Gam.html?id=IedEBQAAQBAJ (Accessed: 09 July 2025).*

Campos, N. et al. (2020) Simulation-based education involving online and on-campus models in different European Universities - *International Journal of Educational Technology in higher education, SpringerOpen. Available at: https://doi.org/10.1186/s41239-020-0181-y (Accessed: 09 July 2025).*

Doi name 10.1109 values (no date a). Available at: *https://doi.org/10.1109 (Accessed: 09 July 2025).*

Dr. Joanna Petrides PSY.D., NPI 1821496936 - psychologist in Stratford, NJ (no date). Available at: *https://npiprofile.com/npi/1821496936 (Accessed: 09 July 2025).*

Emotional intelligence - Peter Salovey, John D. Mayer, 1990 (no date a). Available at: *https://doi.org/10.2190/DUGG-P24E-52WK-6CDG (Accessed: 09 July 2025).*

Foundations of game-based learning (no date a). Available at: *https://files.eric.ed.gov/ fulltext/EJ1090277.pdf (Accessed: 09 July 2025).*

Ghaffarzadegan, N. (no date) Simulation-based what-if analysis for controlling the spread of covid-19 in universities, PLOS ONE. Available at: *https://doi.org/10.1371/journal.pone.0246323 (Accessed: 09 July 2025).*

Informs (no date a). Available *at: https://pubsonline.informs.org/doi/pdf/10.1287/ited.2019.0227 (Accessed: 09 July 2025).*

Kurdi, S.F. and Hamdy, N.A. (2020) Emotional intelligence: What do we know and what is new? A review., *Minia Journal of Medical Research. Available at: https://doi.org/10.21608/mjmr.2022.221099 (Accessed: 09 July 2025).*

O'Neil, J. (1995) On emotional intelligence: A conversation with Daniel Goleman., Educational Leadership. Available at:

https://eric.ed.gov/? q=intelligence%2BAND% 2Bemotional% 2BAND%2BDaniel%2BAND%2BGoleman&pg=2&id=EJ530623 (Accessed: 09 July 2025).

Pejić Bach, M. et al. (2020) Usage of simulation games in Higher Educational Institutions Teaching Economics and Business, ENTRENOVA - ENTerprise REsearch InNOVAtion. Available at: *https://hrcak.srce.hr/250935 (Accessed: 09 July 2025).*

Silva, R.J.R. da, Rodrigues, R.G. and Leal, C.T.P. (2019) Gamification in management education: A systematic literature review, BAR - Brazilian Administration Review. Available at: *https://doi.org/10.1590/1807-7692bar2019180103 (Accessed: 09 July 2025).*