

Building an Instructional Model Based on Constructivist Theory for Developing Emotional Intelligence and Persuasion Skills in Sales among Students of the College of Administrative and Financial Sciences at the Saudi Electronic University

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Abstract

This study aimed to build an instructional model based on constructivist theory for developing emotional intelligence skills and persuasion skills in sales among students of the College of Administrative and Financial Sciences at the Saudi Electronic University. To achieve this aim, the researcher employed the descriptive-analytical method and the Delphi technique. The researcher prepared two lists, one for emotional intelligence skills and the other for persuasion skills in sales, and also designed a questionnaire to determine the suitability of the instructional model based on constructivist theory from the experts' perspective through the Delphi technique. The findings identified the emotional intelligence skills and persuasion skills in sales required for students of the College of Administrative and Financial Sciences, as well as the procedural steps necessary for building the proposed model. The mean score for the suitability of the instructional model based on constructivist theory from the experts' perspective was 3.56, with a standard deviation of 0.87, indicating a high level of agreement. In light of these findings, the study presented a set of recommendations, including the need to implement the instructional model based on constructivist theory to develop emotional intelligence skills and persuasion skills in sales among students of the College of Administrative and Financial Sciences.

***Keywords:** instructional model; constructivist theory; emotional intelligence skills; persuasion skills.

INTRODUCTION

Higher education in any society is the fundamental pillar of comprehensive human development, as it represents the summit of the educational ladder. It is entrusted with preparing human cadres, developing their skills and capabilities, and increasing their opportunities for employment and better living. It also contributes to economic and social growth, promotes knowledge and innovation, and supports technological transformation, thereby leading to greater stability for individuals and societies.

This is affirmed by Humaidi and Rimas (2019), who indicate that international communities pay considerable attention to higher education because it is one of the most important pillars of the educational system and represents the final stage in preparing highly qualified and well-trained human cadres, both cognitively and

methodologically, to lead development in its comprehensive sense. It also provides the country with the full range of specializations that contribute to shaping the nation's present and future, as well as preparing scientific and intellectual leaders capable of guiding society.

Saudi Arabia, as Al-Owaid (2017) notes, is among the leading countries in the field of higher education. This sector has received substantial attention within Saudi Vision 2030, as reflected in the modernization of universities, the improvement of the quality of their outcomes, and the promotion of research and innovation so that they may rank among the world's best. The Kingdom also places strong emphasis on supporting digital education, aligning academic specializations with labor market needs, and expanding educational opportunities for all, which has contributed to a noticeable increase in university enrollment rates. According to Saad (2020), this attention stems from the Kingdom's belief that human capital is the principal driver of advancement and progress, and that higher education is responsible for preparing and qualifying national cadres capable of innovation, meeting the changing needs of the labor market, and transforming the Saudi economy into one based on knowledge and innovation.

The Saudi Electronic University, as Al-Rahimi (2015) indicates, is a model of attention to higher education in the Kingdom of Saudi Arabia. It is a governmental institution that provides higher education and lifelong learning and was established to accommodate large numbers of the nation's citizens in university education, particularly those who face challenges that hinder their enrollment in traditional universities. The university includes the College of Administrative and Financial Sciences, the College of Computing and Informatics, the College of Health Sciences, the College of Science and Theoretical Studies, and the Applied College. It offers bachelor's and postgraduate degrees, in addition to training courses in continuing education and lifelong learning.

The College of Administrative and Financial Sciences is a leading college that aims to prepare qualified cadres in the fields of management, accounting, finance, and e-commerce through the use of the latest educational technologies. The college offers bachelor's programs and diplomas that meet labor market needs, with a focus on practical skills, financial decision-making, and e-commerce in support of national economic development.

In order for the College of Administrative and Financial Sciences to achieve its objectives of preparing qualified human cadres capable of meeting labor market needs in the fields of sales, purchasing, management, and accounting, it is essential, as Alwani (2022) notes, to equip its students during their preparation period with the appropriate technical and personal skills required by markets and various societal institutions in the fields of accounting, finance, consulting, and public administration.

This is consistent with the findings of Ahmad (2020), Al-Rahili (2021), Mohsen and Parvin (2024), and Bugaeva (2025), which showed that the role of higher education institutions is not merely to prepare students to obtain a recognized academic qualification that places them among long lists of unemployed graduates due to the mismatch between their specializations and labor market requirements. Rather, higher education institutions should attend to the changing variables, developments, and needs of the labor market and accordingly provide their students with the skills and capabilities that qualify them to meet demands across various fields.

Emotional intelligence skills are among the most important of these skills required by the labor market. As Atiyah (2024) explains, they are vital in the modern workplace and directly affect productivity, leadership, teamwork, and the ability to cope with work pressures. They include self-awareness, emotional regulation, empathy, and social skills, all of which enhance collaboration and innovation and reduce conflict.

Research and studies emphasizing the need to develop emotional intelligence skills among university graduates in response to labor market needs, especially in accounting, interaction, sales, and purchasing, include the studies of Al-Nasiri (2023), Athanasios (2023), Hamad Al-Malik (2025), and Dimitrovski (2025). These studies showed that emotional intelligence is a major determinant of professional success in students' future lives because it helps individuals recognize and understand their feelings, regulate them, communicate effectively with others, make better decisions, and become more capable of working productively and exerting effort.

In view of this importance, it can be said that emotional intelligence skills are among the key requirements of the labor market, especially in sales, purchasing, and interpersonal dealings. This makes them particularly necessary for graduates of the College of Administrative and Financial Sciences at the Saudi Electronic University. In addition, these students need to acquire persuasion skills in sales contexts because of the close relationship between such skills and emotional intelligence.

This is confirmed by Mohsen and Joudat (2022), who explained that persuasion requires a high degree of intelligence and thinking, since it demands that individuals exercise reason, engage their minds and awareness, and understand and reflect on what is taking place within themselves; only then can they persuade others. This makes persuasion an art that few truly master. In the modern business world, Al-Baz (2025) indicates that traditional persuasion skills alone are no longer sufficient to achieve success in sales and purchasing contexts. Rather, intelligence, especially emotional intelligence, has become an essential element in building strong and long-term customer relationships, as the successful salesperson is one who can read others' emotions, regulate their own reactions, and communicate with empathy and confidence.

Studies that emphasized the importance of persuasion skills and recommended their development among university graduates, particularly for work in sales, include Abu Jabal (2016), Al-Masoudi (2023), and Wise (2025). These studies showed that persuasion skills are among the most important skills sought by employers because they distinguish graduates from others with similar academic qualifications, especially when they are linked to intelligence skills, as they have a major effect on the ease of reading people, gaining others' trust, and persuading them.

Despite the importance of these objectives, the reality of graduates indicates a substantial gap between the knowledge and skills they possess and those required by the labor market. This gap was confirmed by the studies of Salem (2019), Abdulaziz (2017), and Al-Rahili (2021). This may be mainly due to the weak relationship between the university and labor market requirements, as well as the continued adoption of traditional patterns in curricula and teaching methods.

In light of recent developments in the educational system and the changing educational and instructional view of the elements of the educational system as a whole, it has become necessary, as Dawood (2020) explained, to reconsider the curricula adopted in universities, examine them carefully, and diagnose the weaknesses in all their components. This is necessary in order to improve the

educational reality and create harmony among students, course content, patterns of thinking, and the modern skills required by the labor market. One of the most prominent ways to facilitate this may be instructional models based on modern theories.

Instructional models developed in light of constructivist theory, as indicated by the studies of Mubarak (2016), Ghanaim (2021), Mahmoud (2021), and Wang et al. (2025), are among the most important instructional models because they shift the learner to the center of the educational process, where they construct knowledge independently through activity, inquiry, and social interaction rather than passive reception. These models also contribute to the development of critical and creative thinking and connect learning to life contexts, thereby enhancing deep understanding and the ability to apply knowledge. This is highly compatible with the development of emotional intelligence skills and persuasion skills required by the labor market.

In light of the foregoing, the present study sees the need to build an instructional model based on constructivist theory for the purpose of developing emotional intelligence skills and persuasion skills required in sales among students of the College of Administrative and Financial Sciences at the Saudi Electronic University.

Problem of the Study

The researcher's sense of the study problem emerged from several sources:

- The findings of previous research and studies, including Humaidi and Rimas (2019), Madani (2020), Al-Ali (2025), and Oscar (2025), revealed a substantial gap between the outputs of university education institutions and labor market requirements. This has been reflected in the weak competence of graduates, limited scientific productive effectiveness, and the resulting low social return, especially the market's weak response to available specializations, which has led to the spread of unemployment. This gap is attributable to the slow updating of curricula, insufficient practical training, and weak partnership between universities and the private sector, which calls for greater integration between education and contemporary skills.

- The recommendations of the literature, research, and studies, including Mortensen (2011), Ibridan (2017), Daly and Thompson (2017), Hussein (2021), and Turner (2025), emphasized the need to develop emotional intelligence skills and persuasion skills among graduates of higher education institutions. These skills constitute a fundamental pillar in the modern labor market because they enhance the building of strong professional relationships, improve decision-making ability, support stress management, raise team productivity and leadership readiness, promote professional engagement with constructive criticism and self-development, and strengthen effective communication and empathy with colleagues, clients, and investors.

- The results of the exploratory study conducted by the researcher indicated a deficiency in the labor market skills possessed by students of the College of Administrative and Financial Sciences at the Saudi Electronic University. The students' responses, together with the researcher's observations while attending some lectures, showed that the prevailing method of instruction was the traditional, routine approach and that the focus was placed on providing students with concepts and theoretical information without adequate attention to training them in emotional intelligence skills or persuasion skills necessary for sales. Observation also indicated limited attention to placing the learner in an active learning

environment in which they participate and learn through practice, as the focus remained on content regardless of the teaching method used, which in turn led students to prioritize memorization and recall as the criterion for judging their success and excellence.

- A review of some courses in the College of Administrative and Financial Sciences in light of emotional intelligence skills and persuasion skills revealed shortcomings in addressing these skills within their objectives, content, teaching aids, learning activities, teaching strategies, and assessment methods. This situation requires reconsideration of these courses, with greater emphasis on modern instructional models based on learner activity and effectiveness and on training students to practice the thinking patterns and skills they need upon graduation.

- The aspirations of the Kingdom of Saudi Arabia and its Vision 2030, as indicated by the studies of Al-Qahtani (2018), Al-Juhani and Sultan (2022), and Al-Khamali (2024), focus on aligning educational outcomes with labor market requirements and on increasing the localization of jobs. This is pursued by raising the efficiency of human resources through equipping them with specialized and technical skills by means of distinguished curricula, training programs, and continuous professional development, thereby contributing to lower unemployment rates and greater Saudi participation across different fields of work.

Based on the foregoing field observations, personal interviews, findings of previous research and studies, and the actual teaching practices for students of the College of Administrative and Financial Sciences, the researcher recognized the importance of developing the emotional intelligence skills and persuasion skills required by labor market demands in sales through building an instructional model based on constructivist theory. Accordingly, the study problem is defined by the following main question: **How can an instructional model based on constructivist theory be built to develop emotional intelligence skills and persuasion skills in sales among students of the College of Administrative and Financial Sciences at the Saudi Electronic University?**

To answer this question, the following sub-questions should be addressed:

1. What emotional intelligence skills in sales are required for students of the College of Administrative and Financial Sciences at the Saudi Electronic University?
2. What persuasion skills in sales are required for students of the College of Administrative and Financial Sciences at the Saudi Electronic University?
3. What are the steps for building an instructional model based on constructivist theory to develop emotional intelligence skills and persuasion skills in sales among students of the College of Administrative and Financial Sciences at the Saudi Electronic University?
4. What is the degree of suitability of the instructional model based on constructivist theory from the experts' perspective?

Objectives of the Study

The present study aimed to:

1. Identify the emotional intelligence skills in sales required for students of the College of Administrative and Financial Sciences at the Saudi Electronic University.
2. Identify the persuasion skills in sales required for students of the College of Administrative and Financial Sciences at the Saudi Electronic University.
3. Identify the procedural steps necessary for building an instructional model based on constructivist theory to develop emotional intelligence skills and persuasion

skills in sales among students of the College of Administrative and Financial Sciences at the Saudi Electronic University.

4. Develop an instructional model based on constructivist theory for developing emotional intelligence skills and persuasion skills in sales among students of the College of Administrative and Financial Sciences at the Saudi Electronic University.

SIGNIFICANCE OF THE STUDY:

This study may be beneficial in the following respects:

Theoretical Significance:

1. Contributing to the development of a theoretical framework addressing the concepts of teaching in accordance with constructivist theory, emotional intelligence skills, and persuasion skills in sales required for students of the College of Administrative and Financial Sciences at the Saudi Electronic University.
2. Bridging the research gap in the Arabic educational literature, particularly in light of the limited number of local studies addressing emotional intelligence and persuasion skills required for graduates of higher education institutions.

Practical Significance:

1. Proposing an instructional model based on constructivist theory that may contribute to developing emotional intelligence skills and persuasion skills required by the labor market in sales among students of the College of Administrative and Financial Sciences.
2. Presenting a set of practical proposals and recommendations for developing curricula in higher education institutions in light of emotional intelligence skills and persuasion skills required by labor market demands.
3. This study is aligned with the objectives of Saudi Vision 2030, which seek to improve the outcomes of higher education institutions in light of labor market requirements, especially in various fields of marketing and sales.
4. Directing faculty members in higher education institutions to the importance of training in the employment of constructivist learning strategies and models in teaching in order to develop the skills their students need for the labor market.

Study Instrument and Materials

The study instrument and materials consisted of the following:

1. A list of emotional intelligence skills in sales required for students of the College of Administrative and Financial Sciences at the Saudi Electronic University.
2. A list of persuasion skills in sales required for students of the College of Administrative and Financial Sciences at the Saudi Electronic University.
3. A questionnaire to determine the degree of suitability of the instructional model based on constructivist theory from the experts' perspective.

Delimitations of the Study

The researcher conducted this study within the following delimitations:

1. **Human delimitations:** A group of experts and specialists in curricula and methods of instruction, marketing and sales, customer service, and educational psychology.
2. **Spatial delimitations:** The College of Administrative and Financial Sciences at the Saudi Electronic University in Riyadh.
3. **Temporal delimitations:** The academic year 2025/2026.
4. **Subject delimitations:** Emotional intelligence skills and persuasion skills in sales required for students in light of the views of specialized reviewers.

Terms of the Study

In light of the theoretical background of the study, its terms can be operationally defined as follows:

- **Emotional intelligence skills:** Procedurally, these refer to the learner's ability to understand and manage their own emotions, to empathize with the feelings of others, and to deal with them intelligently. They include self-awareness, regulation, motivation, empathy, and social skills, which constitute a foundation for future professional success, especially in sales and marketing, adaptation to work pressure, and the building of effective professional relationships.

- **Persuasion skills:** Procedurally, these refer to a set of skills that the learner needs upon graduation and when working in sales in order to influence the customer's decisions and move them from the stage of interest or hesitation to making the actual purchase decision. This is achieved through understanding their needs, building trust, presenting logical solutions, dealing intelligently with objections, listening, and responding to needs.

- **An instructional model based on constructivist theory:** Procedurally, this refers to a set of practices and procedures followed by the faculty member in the instructional setting through which students are helped to construct their knowledge and acquire skills independently. The sequence of this model proceeds through six steps: engagement, exploration, explanation and interpretation, elaboration, evaluation, and enrichment.

Theoretical Framework of the Study

This section presents an overview of the study variables. The researcher reviews the literature related to these variables, which are represented in three main axes: emotional intelligence, persuasion skills, and constructivist theory, with particular reference to students of the College of Administrative and Financial Sciences at the Saudi Electronic University, as one of the important higher education institutions in the Kingdom of Saudi Arabia.

INTRODUCTION

Higher education in the Kingdom of Saudi Arabia is one of the influential factors in achieving the country's economic and social development, as it contributes to preparing national cadres qualified for the labor market and to achieving scientific and technological progress. Accordingly, the development and support of its institutions, including the Saudi Electronic University, constitute a genuine investment in the future of the Kingdom of Saudi Arabia and a means of achieving sustainable development and advancing its society toward leadership and excellence.

Al-Shanqeeti (2021) indicates that one of the most important means of developing the Saudi Electronic University is the need to align the outputs of its institutions with the requirements of the modern labor market, which include the availability of human cadres equipped with knowledge, technical skills, and soft skills.

Accordingly, the present study focused on emotional intelligence skills and persuasion skills in sales fields, considering them among the most important personal skills required of graduates and among the key requirements of the labor market across its various sectors. This is pursued through the design and development of a proposed instructional model based on constructivist theory.

Section One: Emotional Intelligence

Emotional intelligence has been referred to by several terms, including affective intelligence, emotional intelligence, and the intelligence of feelings. This may be

attributed to the interest of many researchers in addressing it across different fields, because general intelligence alone does not guarantee an individual's success and excellence; rather, emotional intelligence is also needed, as it constitutes a decisive factor and a principal driver of personal and professional success.

Goleman (2016) argues that emotional intelligence is the ability to confront frustration and failure with strong determination, control impulses, delay gratification, and regulate moods in ways that help avoid anxiety so that it does not interfere with the thinking process. Bar-On (2017) indicates that it is a set of emotional and social competencies that help individuals adapt to the demands of daily life. Marzouk (2019) pointed out that it involves knowing what emotion is and how to use it in making high-level decisions in various aspects of life, and that it represents the ability to manage moods effectively, control impulsive states, and remain continuously motivated toward achieving goals. Al-Suwaihri (2025) defined it as the individual's ability to be self-aware, recognize their strengths and weaknesses, process emotional aspects, read the feelings of others through their expressions, voices, hints, and faces, and maintain ambition, perseverance, and hope in achieving goals, overcoming bad moods, and interacting and integrating with others.

From these definitions, it is clear that emotional intelligence is a combination of social and personal skills that enables the individual to use emotions to guide thinking and behavior positively, thereby improving the quality of relationships and personal and professional success.

Emotional intelligence, as indicated by Al-Khouli (2011), Higgs and Dulewicz (2016), and Devis-Rozental (2018), consists of five major dimensions:

1. Self-awareness: This is the foundation of self-confidence, and it requires the individual to know their strengths and weaknesses.
2. Emotional processing: This refers to how individuals deal with emotions and process negative emotions that may adversely affect their general and psychological life.
3. Cognitive empathy: This means the ability to read the feelings, expressions, voices, hints, and faces of others.
4. Motivation: This refers to ambition, progress, effort, perseverance, and hope in achieving the desired goal.
5. Social skills: These refer to the individual's ability to calm themselves, overcome bad moods, interact with others, and integrate with them.

These components show that emotional intelligence is a combination of abilities and traits that enhance the understanding and management of emotions. These elements contribute to improving leadership, communication, self-regulation, and stress management, all of which are essential requirements for students of the College of Administrative and Financial Sciences in sales and marketing processes. In terms of the importance of emotional intelligence skills, especially in the professional field, a review of some research and studies, such as Husin (2017), Al-Ayasrah and Al-Ajmi (2022), Al-Suwaihri (2025), and Hamad Al-Malik (2025), shows that emotional intelligence is one of the modern topics in education and personal development and reflects the ability to understand, analyze, and regulate emotions and feelings. Demonstrating the relationship between the development of emotional intelligence skills and a higher level of professional competence is highly important for enhancing job performance in ways that achieve the required improvements in the production process. Moreover, positive emotional

experiences, positive support, and emotional intelligence contribute to reducing work-related stress, developing professional and psychological satisfaction, and improving professional practices. Individuals who are well aware of their own feelings and able to understand and respond appropriately to the feelings of others are those who excel in all areas of life, especially in their professional lives.

In light of this importance, it can be said that emotional intelligence is a vital skill for students of the College of Administrative and Financial Sciences, especially after graduation and entry into the labor market. It enhances their capacity for professional success, building strong relationships, managing workplace pressures, understanding and regulating their emotions, adapting to challenges, and dealing effectively with colleagues and customers, which leads to greater job satisfaction, improved performance, and higher productive efficiency, especially in sales, purchasing, and marketing operations.

Further emphasizing the importance of developing these skills among such students are the characteristics possessed by individuals who have emotional intelligence skills, characteristics that qualify them for academic and professional success, including the following:

- Physical and mental well-being, and the ability to manage the pressures they face at the beginning of their professional lives.
- Productivity and self-satisfaction through managing difficult situations with a high degree of confidence and attaining a better self-image.
- Maintaining positive communication in personal and professional relationships, which creates a healthy work environment.
- Time management through organizing tasks within the time allocated to them.
- Controlling anxiety through handling difficult and unexpected situations with wisdom and professionalism.
- Positive influence on others and the ability to persuade.
- Understanding and accepting differences with others through accepting different points of view.
- Planning and implementing problem-solving procedures in difficult situations through making sound decisions.
- Flexibility and the ability to accept change and remain open to development.

Section Two: Persuasion Skills

Persuasion occupies a prominent place in human life, regardless of people's roles or positions, because it is a domain of communication and a vital human process with social and psychological dimensions. It plays a highly important role in daily life, including professional success, financial income, social relationships, and the ability to influence and motivate others. This makes the acquisition of persuasion skills a necessary requirement for every individual in general, and for university students about to graduate and enter the labor market in particular.

Definitions of persuasion skills have varied. Mortensen (2011) defines them as mental and formal processes undertaken by an individual to influence the beliefs, attitudes, or behaviors of a person or a group by using logical or emotional arguments. Mohsen and Joudat (2022) define them as a process of changing or modifying the positions, ideas, beliefs, or behavior of the other party through convincing them. Jalbat (2023) defines them as the process through which a particular opinion or orientation is changed, modified, or adopted through the optimal employment of the individual's abilities and capacities and the use of various appeals and reliance on evidence and proof. Al-Masoudi (2023) defines them as the individual's ability to influence the opinions, positions, beliefs,

behaviors, or orientations of other people and subject them to a particular idea by gaining their trust, attracting their attention, reading their thoughts, and anticipating their behaviors through appropriate methods.

These definitions show that persuasion is a communicative situation involving a sender, a receiver, and a message, and that it aims to change a position, belief, behavior, or idea on the part of the addressee. This occurs through the persuader's use of their skills, traits, and abilities, together with awareness of the skills, traits, and characteristics of the other party, while presenting evidence and proof and refuting various arguments and claims.

A review of some literature, research, and studies addressing persuasion skills, including Jalbat (2023), Al-Masoudi (2023), Al-Nasiri (2023), Al-Baz (2025), and Dimitrovski (2025), shows the importance of these skills in the practical applications associated with them. They help in reading people more easily, gaining the trust of others and persuading them, which encourages them to carry out what is requested of them and helps in winning them over. They also increase the chances of success in professional life, improve the quality of relationships, strengthen one's position in negotiations, and increase individuals' confidence in themselves and in their ability to defend their viewpoints on various issues. They further enable individuals to achieve better adjustment within society, build successful social relationships that influence success in life, attain satisfaction in any position, job, or situation, and achieve success in both personal and professional life while encouraging continued dialogue and a deeper appreciation of others' viewpoints.

In addition to this importance, persuasion skills can help students of the College of Administrative and Financial Sciences achieve success and distinction, especially upon graduation and entry into the labor market in sales, purchasing, and marketing. These skills constitute a fundamental basis for converting potential customers into actual buyers through building trust, understanding customer needs, and turning objections into sales opportunities. They also help increase sales and profits, strengthen brand loyalty through psychological and logical influence, and distinguish the product from competitors.

The persuasion process consists of several elements, which may be summarized as follows:

1. The source (the sender, the persuader, the communicator): the party that seeks to persuade another party of a certain idea by using various supportive techniques to achieve that end.
2. The content (the message, symbols, and content): the element through which the idea is transmitted from the sender to the receiver; therefore, it constitutes a major challenge for those engaged in the persuasion process.
3. The medium: the bridge that carries the message from the sender to the receiver. Its importance lies in determining the speed, accuracy, and impact of the message, and the selection of an appropriate medium contributes to improving efficiency and enhancing interaction.
4. The receiver (the audience or target audience): the sender's knowledge of the audience's characteristics, needs, and gratifications increases the chances of successful persuasion.
5. The effect: the ultimate goal of the persuasion process is to achieve specific purposes at the level of behavior or attitude, and the final step in the persuasion process is to determine the achieved effect and compare the results with the original objectives.

It is noteworthy that the success of the persuasion process requires the integration of these elements, as this helps ensure the smooth and effective transfer of information, reduce conflict, and enhance productivity.

Achieving persuasion successfully and effectively, as indicated by Mortensen (2011), Abdul Latif (2020), and Al-Masoudi (2023), takes place through a number of models, indicators, and characteristics associated with persuasive individuals. Among these models are the following:

- **Information-deficit model:** This model assumes that what the audience lacks is information; therefore, providing accurate knowledge about the issue in question will lead to behavioral change.
- **Procedural rhetorical model:** This model is based on the idea that the persuasive argument is represented through the interaction between the two parties rather than through the information presented alone.
- **Emergent dialogue model:** This model holds that behavior change requires active participation with personal significance in discussions concerning information, decisions, and personal values.
- **Cognitive response model:** This refers to the ideas individuals have as reactions to a message intended to persuade them.
- **Elaboration likelihood model:** In this model, the details included in the persuasive message play a major role in the thinking processes that may occur in the persuasive situation.
- **Approach-avoidance model:** In this model, the decision or behavior is associated at the same time with both desirable and undesirable consequences, and thus the stronger motives prevail.

These models are clearly important, and students of the College of Administrative and Financial Sciences need training in them, because they enable them to understand how messages are formulated on the basis of audience needs, whether those needs call for rational and analytical appeals or more affective and surface-level appeals, and thus to bring about acceptable changes in individuals' attitudes and behaviors.

Section Three: Constructivist Theory

Constructivist theory has brought about a qualitative shift in education by transforming it from passive reception to the active construction of knowledge. In this approach, the learner connects new information to prior experience, becomes the center of the educational process and the discoverer of knowledge, and is encouraged toward independence and initiative. It also nurtures curiosity, responds to learners' needs and inclinations, supports inquiry and investigation, and emphasizes cooperation and social negotiation.

A close examination of the concept of constructivist theory shows that there is no single fixed definition of it. This is confirmed by Al-Asmari (2016), who noted the lack of agreement among constructivist theorists on one specific concept, while proposing that the definitions in the educational literature may be divided into two categories: the first views it as a theory of knowledge on the basis that each learner constructs their own knowledge, and the second views it as a theory of learning on the basis that learning occurs through the reconstruction of knowledge by means of certain mental processes.

Accordingly, the educational literature contains many definitions of constructivist theory. Mubarak (2016) defines it as a process that begins with the learner's activity in obtaining information independently through constructing knowledge in a personal, self-directed manner or modifying what they already possess on the basis

of the interaction between prior and new knowledge. Al-Saeedi (2017) explains the concept of constructivist theory in relation to the learner's prior cognitive structures, the knowledge encountered in current learning situations, and the learning environment with its multiple variables, all of which require a set of mental processes that help connect prior knowledge with new knowledge. Tawahri (2021) views it as both a cognitive theory and a learning theory; the learner constructs their own knowledge through interaction with academic content by engaging in a number of mental processes, namely assimilation and accommodation, which enable them to reconstruct their cognitive structure.

From this presentation, it is clear that constructivist theory is a learner-centered educational approach that makes the student an active participant who constructs their own knowledge and new understanding by connecting new information to prior experiences and knowledge. The learner also learns through exploration, problem-solving, and social interaction. This makes the theory highly suitable for many objectives, such as developing emotional intelligence skills and persuasion skills targeted for development among students of the College of Administrative and Financial Sciences.

A review of the literature and previous studies, including Al-Adwan (2016), Mubarak (2016), Banat and Al-Jarrah (2023), and Wang et al. (2025), shows that there are several major principles on which learning is based in light of the philosophy of constructivist theory, namely:

- **Knowledge construction:** the learner constructs knowledge rather than simply receiving it on the basis of prior information.
- **Learning as a social process:** interaction with others contributes to the construction and understanding of ideas.
- **Contextual learning:** the learner acquires knowledge more effectively when it is linked to real-life situations and contexts.
- **Error as an opportunity for learning:** errors are not failures but an essential part of the process of constructing knowledge.
- **Motivation and self-directed learning:** learner motivation and independence are key to effective learning.
- **Understanding and reflection:** learning focuses on deep understanding rather than memorization, and self-reflection plays an important role in the evaluation process.
- Learning as experience and practice: learning is associated with direct experience rather than mere reception.

In addition to these principles, constructivism, as indicated by Zeitoun and Zeitoun (2003), Ghanaim (2021), and Wibowo (2025), is based on several assumptions that shape the way knowledge is formed, acquired, and dealt with. These assumptions are as follows:

- Learning is an active, continuous, and goal-directed constructive process.
- Constructing information is better than presenting it ready-made to learners.
- The knowledge of the group exceeds that of the individual alone.
- Learning must be positive and active on the part of students.
- The best conditions for learning are created when the learner is confronted with a real problem or task.
- The learning process involves the learner's reconstruction of knowledge through a process of social negotiation with others.
- The learner's prior knowledge is a basic condition for building meaningful learning.

- The essential goal of the learning process is to achieve adaptation to the cognitive pressures encountered by the learner.

Proceeding from these assumptions, constructivist teaching strategies and models have emerged on the basis of confronting learners with authentic tasks and real-life problems and encouraging them to find suitable solutions through search, inquiry, discussion, dialogue, interaction, and social negotiation. This makes them highly compatible with the aims of the present study.

As for the teacher's role in constructivist learning, studies by Tawahri (2021), Banat and Al-Jarrah (2022), and Naidoo and Mabaso (2023) indicate that the teacher is a facilitator, guide, and enabler of the learning process. The teacher gradually directs learners toward understanding and mastering the task and encourages them to think aloud, which helps them reach the fullest extent of their abilities and stimulates thinking. The teacher also organizes an interactive learning environment and provides tools and learning resources that motivate students to explore and construct their knowledge independently on the basis of prior experience, while encouraging discussion and preparing inquiry-based activities for problem-solving. This is because constructivism has shifted the focus from external factors affecting learning to internal factors, that is, what takes place in the learner's mind when exposed to learning situations, such as prior knowledge and the ability to process information, which makes learning meaningful.

In light of the foregoing and on the basis of the literature, research, and studies, the present study will adopt the proposed instructional model according to a sequenced and organized set of steps and stages based on the principles of constructivist learning, namely engagement, exploration, explanation, elaboration, evaluation, and performance. Through these stages, students are helped to construct knowledge by themselves through a series of varied teaching and learning activities and through the use of their own cognitive abilities and prior knowledge, which gives significance to their learning and may contribute to developing their emotional intelligence skills and persuasion skills in sales.

Methodology and Procedures of the Study

This section addresses the methodological procedures on which the present study relied, as follows:

1. **Study Methodology:** In view of the nature of the topic of the present study and its objectives, a composite methodology was employed. The descriptive-analytical approach was used, which, as Al-Assaf (2010) indicates, focuses on an educational phenomenon as it exists, with the aim of diagnosing it, revealing its aspects, monitoring the rate of its recurrence and the areas in which it is emphasized, and producing data of scientific value that support existing practices or focus on modifying them. The Delphi technique was also employed, as it is used in forecasting the future on the basis of the predictions of a group of people working in the field under study, referred to as educational experts, by presenting them with a set of questions in a repeated survey format through questionnaires until full agreement is reached in opinions and perceptions (Al-Jahali, 2009). This was done for the purpose of determining the degree of suitability of the instructional model based on constructivist theory from the experts' perspective.

2. **Study Population:** As Ingers (2008) indicates, the study population refers to the group of individuals or elements to which the researcher seeks to generalize the findings, and which share one or more common characteristics determined by the sampling criteria established by the researcher. The population of the present study

consisted of experts and specialists in curricula and methods of instruction, educational psychology, marketing and sales, and customer service.

3. **Study Sample:** The study sample refers to a subset of the study population that is carefully selected to represent that population in the study, and which the researcher selects through different methods (Hafez, 2015). To determine the basic study sample, a random sample of 24 experts was selected.

4. Study Variables:

Independent variable: experts and specialists.

Dependent variable: building an instructional model based on constructivist theory.

5. **Study Materials and Instrument:** These include the following:

A. A list of emotional intelligence skills in sales required for students of the College of Administrative and Financial Sciences:

To develop a list of emotional intelligence skills in sales required for students of the College of Administrative and Financial Sciences, the researcher followed the following procedural steps:

- Reviewing the objectives of education in the College of Administrative and Financial Sciences at the Saudi Electronic University.
- Reviewing the available literature, research, and previous studies concerned with emotional intelligence.
- Reviewing the classifications of emotional intelligence skills and components referred to in the theoretical framework.
- Consulting experts and specialists in the field of educational psychology.
- Studying the characteristics of students and identifying their cognitive, psychological, and social needs.
- In light of the above, the researcher prepared a preliminary list of emotional intelligence skills in sales required for students of the College of Administrative and Financial Sciences. The list included five major skills: self-awareness, emotional regulation, intrinsic motivation, empathy, and social skills, comprising 30 sub-skills. These skills were placed in a questionnaire to be presented to a group of specialized reviewers.
- The questionnaire was presented to a group of specialized reviewers in order to identify their views on whether these skills were appropriate for students of the College of Administrative and Financial Sciences. The percentage for the degree of importance and appropriateness of each skill was calculated by assigning one point to each skill if it was appropriate and zero if it was not appropriate for each reviewer separately. The scores obtained by each skill from all reviewers were then summed, and in light of this, a skill was accepted if consensus on it reached 80%.
- In light of the results of the review process, the researcher made the appropriate modifications suggested by the reviewers, and the skills that did not obtain an approval rate of 80% or more were excluded, as this percentage has been accepted in many educational studies. Thus, a final list of emotional intelligence skills in sales required for students of the College of Administrative and Financial Sciences was reached, along with the relative weight of each skill, as shown in the following table.

Table 1. Final Form of Emotional Intelligence Skills

No.	Main skills	Sub-skills	Percentage
1	Self-awareness	5	23.80%
2	Emotional regulation	4	19.08%

3	Intrinsic motivation	3	14.24%
4	Empathy	4	19.08%
5	Social skills	5	23.80%
Total		21	100%

By identifying these skills, the first question of the study has been answered, namely: **What emotional intelligence skills in sales are required for students of the College of Administrative and Financial Sciences at the Saudi Electronic University?**

B. A list of persuasion skills in sales required for students of the College of Administrative and Financial Sciences:

To develop a list of persuasion skills in sales required for students of the College of Administrative and Financial Sciences, the researcher followed the following procedural steps:

- Reviewing the objectives of education in the College of Administrative and Financial Sciences at the Saudi Electronic University.
- Reviewing the available literature, research, and previous studies concerned with persuasion skills.
- Reviewing the classifications of persuasion skills and domains referred to in the theoretical framework.
- Consulting experts and specialists in the fields of marketing, sales, and customer service.
- Examining labor market needs for the skills required in marketing, sales, purchasing, and customer service.
- In light of the above, the researcher prepared a preliminary list of persuasion skills in sales required for students of the College of Administrative and Financial Sciences. The list included eight major skills: active listening, building trust and credibility, reliance on data and facts, value focus, effective communication, flexibility and adaptability, handling objections, and negotiation. It comprised 40 sub-skills, and these skills were placed in a questionnaire to be presented to a group of specialized reviewers.
- The questionnaire was presented to a group of specialized reviewers in order to identify their views on whether these skills were appropriate for students of the College of Administrative and Financial Sciences. The percentage for the degree of importance and appropriateness of each skill was calculated by assigning one point to each skill if it was appropriate and zero if it was not appropriate for each reviewer separately. The scores obtained by each skill from all reviewers were then summed, and in light of this, a skill was accepted if consensus on it reached 80%.
- In light of the results of the review process, the researcher made the appropriate modifications suggested by the reviewers, and the skills that did not obtain an approval rate of 80% or more were excluded, as this percentage has been accepted in many educational studies. Thus, a final list of persuasion skills in sales required for students of the College of Administrative and Financial Sciences was reached, along with the relative weight of each skill, as shown in the following table.

Table 2. Final Form of Persuasion Skills in Sales

No.	Main skills	Sub-skills	Percentage
1	Active listening	4	12.50%
2	Building trust and credibility	3	9.37%
3	Reliance on data and facts	3	9.37%

4	Value focus	4	12.50%
5	Effective communication	5	15.63%
6	Flexibility and adaptability	4	12.50%
7	Handling objections	4	12.50%
8	Negotiation	5	15.63%
Total		32	100%

By identifying these skills, the second question of the study has been answered, namely: **What persuasion skills in sales are required for students of the College of Administrative and Financial Sciences at the Saudi Electronic University?**

C. A questionnaire to determine the degree of suitability of the instructional model based on constructivist theory from the experts' perspective. The researcher prepared a questionnaire aimed at identifying the degree of suitability of the instructional model based on constructivist theory from the experts' perspective. The design of the questionnaire went through several stages and steps, as follows:

Initial preparation of the questionnaire: In this step, the researcher designed and developed the questionnaire on the basis of the topic and objectives of the study, as well as the nature of the data and information required. This was done after reviewing and examining numerous studies and pieces of literature that addressed, in general, the construction of instructional models, in addition to surveying the views of some specialists through personal interviews and benefiting from them in formulating the questionnaire items. In its initial form, the instrument included seven main domains comprising 48 items.

Determining the response alternatives on the study instrument: The Likert method was used to facilitate the interpretation of the results. The response levels of the study sample to the questionnaire items were classified into four levels: strongly agree (4 points), agree (3 points), often (2 points), and disagree (1 point). To determine the length of the scale categories, the range was calculated by subtracting the lowest value from the highest value ($4-1=3$) then dividing it by the number of response alternatives on the instrument ($3\div 4=0.75$). Thus, the category length became as shown in the following table.

Table 3. Distribution of Categories According to the Scale Used in the Study Instrument

Response level	Mean range
Strongly agree	3.26-4.00
Agree	2.51-3.25
Often	1.76-2.50
Disagree	1.00-1.75

After completing the general planning of the questionnaire content, which included all the previously mentioned steps and procedures, the researcher printed it in its preliminary form in preparation for the standardization stage.

Face validity of the questionnaire: The questionnaire in its preliminary form was presented to a group of specialized reviewers in the field of curricula and methods of instruction, who were asked to express their opinions on the clarity of the statements and their suitability for what they were intended to measure, identify ambiguous statements, and suggest what they considered appropriate for developing the study instrument.

Pilot administration of the questionnaire: After identifying the reviewers' views and making the required modifications to the questionnaire, it was administered to a group of experts other than the basic study sample, numbering five experts. This trial showed that the questionnaire was appropriate and possessed a high degree of clarity.

Determining the validity and reliability of the study instrument: The questionnaire was presented to a group of specialized reviewers in order to identify their views on the questionnaire and the extent of its validity in measuring what it was designed to measure. Some reviewers provided comments on the wording of certain statements and suggested some modifications and additions from which the researcher benefited in formulating the final version of the questionnaire.

The reliability of the questionnaire was verified by relying on Cronbach's alpha coefficient to calculate the instrument's reliability coefficient. The overall reliability coefficient of the questionnaire reached 0.83, which confirms that the questionnaire has a high degree of reliability and can be relied upon in application.

The following table shows the values of the reliability and validity coefficients for the axes of the study instrument, where reliability was calculated using Cronbach's alpha method and validity through the correlation coefficient between the score of each item and the total score of the instrument.

Table 4. Reliability Coefficients and Correlations of the Questionnaire Axes

Axes	Number of items	Reliability coefficient	Correlation coefficient
The philosophy underlying the instructional model	5	0.82	0.78
The basic principles of the instructional model	7	0.80	0.74
Characteristics of the instructional model	8	0.84	0.77
Content of the model	9	0.82	0.75
Educational activities	8	0.86	0.73
Constructivist learning in teaching	7	0.80	0.77
Evaluation	4	0.82	0.76
Total questionnaire	48	0.83	0.76

It is clear from the previous table that all the axes constituting the study instrument achieved a statistically significant correlation at the 0.01 level with the total score of the questionnaire, which confirms the internal consistency validity and construct validity of the study instrument.

Final form of the questionnaire: After verifying the validity and reliability of the questionnaire and the clarity of its instructions, it was formulated in its final form. It comprised six main axes, and its items corresponded to four response alternatives: strongly agree, agree, often, and disagree. Accordingly, the questionnaire became ready for administration.

6. Statistical Methods Used:

The Statistical Package for the Social Sciences (SPSS) was used to analyze the collected data. The following statistical methods were employed: frequencies, percentages, arithmetic means, standard deviations, Pearson correlation, and Cronbach's alpha for calculating the reliability of the study instrument.

Results and Discussion

This section presents the findings reached by the present study through the statistical processing of the data, with the aim of answering the study questions, and

then discussing and interpreting these findings in light of the theoretical framework and previous research and studies. **The details are presented as follows:**

To answer the third question, which states: **What are the steps for building an instructional model based on constructivist theory for developing emotional intelligence skills and persuasion skills in sales among students of the College of Administrative and Financial Sciences at the Saudi Electronic University?**

The instructional model based on constructivist theory aims to develop emotional intelligence skills and persuasion skills in sales among students of the College of Administrative and Financial Sciences at the Saudi Electronic University.

This instructional model is based on the philosophy that knowledge is not transmitted but rather actively constructed by the student through linking new experiences with prior knowledge. The model focuses on discovery-based learning, cooperation, and social interaction, and considers errors an essential part of the process of constructing and applying knowledge.

This model is grounded in the following basic pillars:

- **Real-life context:** linking learning to everyday life experiences.
- **Reflection:** encouraging students to think about their learning process.
- **Diversity:** providing varied learning opportunities to suit all student levels.
- **Formative assessment:** continuous assessment integrated with instruction, rather than being merely a final test.

The instructional model was developed after reviewing the theoretical literature and the findings of previous research and studies that addressed instructional models based on constructivist theory, as well as the lists of emotional intelligence skills and persuasion skills in sales. **This was done according to the following stages:**

First: Analysis Phase: This phase represents the cornerstone of all other phases of instructional design. During this phase, needs were analyzed, the problem and its source were identified, possible solutions were determined, the target group was specified, and the content was analyzed. It is also a phase in which research methods may be used.

The analysis process included the following:

- Identifying the needs of students of the College of Administrative and Financial Sciences in accordance with labor market requirements.
- Defining the general objectives: developing emotional intelligence skills and persuasion skills in sales.
- Analyzing the instructional content in order to identify the instructional tasks that the student must perform to achieve the instructional objective, and that must be acquired or learned before the learner can master the main task.
- Analyzing student characteristics in order to identify their prior experiences, individual differences, and learning styles.
- Analyzing the learning environment through context analysis, that is, the place and time of implementing the instructional model. Before beginning the design process, an analysis of resources and constraints must be conducted to identify the available capabilities and the educational, financial, human, and administrative facilities that facilitate the processes of design, development, use, and evaluation, as well as to identify the constraints of the design process.

Second: Design Phase: This is the process of translating the analysis into clear and implementable steps by developing the initial plans for the instructional model. This phase includes the methods and procedures related to how the processes of

teaching and learning will be carried out. It serves as the roadmap for the subsequent phases and includes the following:

- Formulating instructional objectives behaviorally (cognitive, skill-based, and affective) and arranging their sequence.

- Designing activities and sequencing learning in light of the major and minor objectives.

- Determining the appropriate instructional strategies for delivering the content and achieving the objectives. These include group learning methods such as inquiry, field trips, and practical demonstrations. They also include symbolic learning methods based on interaction among students, such as programmed instruction, instructional packages, and learning modules. The stages of each strategy include the following elements:

A. Pre-learning activities: such as stimulating motivation for learning, writing behavioral objectives, and identifying prerequisite knowledge through task analysis.

B. Presenting information: This includes observing the sequence of teaching tasks according to the order followed in the analysis, ensuring that the size of the instructional material suits the student's characteristics and needs, the allocated time, and the learning environment, and presenting the content through one of the teaching methods that achieve interaction between the faculty member and the students, as well as among the students themselves. It also includes presenting examples through multiple media, especially when learning concepts and skills.

C. Students' contributions: These appear through training students on activities directly related to and aligned with the objectives, and through providing feedback concurrent with their performance.

D. Evaluation: Evaluation is carried out through instructional strategies to measure and assess student achievement, and measurement must be linked to the learners' level of performance.

E. Follow-up: This is carried out by determining the procedures to be followed with students who have not mastered part of the instructional material, through specific measures such as directing the student to simplified alternative books, training the student through instructional packages or training booklets, and private tutoring.

Third: Development and Production Phase: In this phase, the written or drawn designs and plans are transformed into actual instructional materials through the composition and production of the instructional situation or product, moving the analysis and design from paper to the reality of production and implementation. During this phase, the designer develops the instruction, the instructional media to be used, and any other supporting materials, which may include hardware and software. This phase also includes small-scale piloting to conduct formative evaluation, followed by large-scale piloting to conduct the final evaluation before actual implementation in order to ensure its suitability.

Fourth: Implementation Phase: This phase involves the effective application of the designed program in practice and the beginning of instruction according to the proposed model, which includes six main steps: engagement, exploration, explanation and interpretation, elaboration, evaluation, and enrichment. By the end of this phase, students' learning must be verified and their mastery of the previously specified objectives, which are derived from constructivist ideas in learning, must be supported. The implementation process also contributes to reviewing and fully developing the proposed instructional design model and then improving the designed product.

Fifth: Evaluation Phase: In this phase, the efficiency and effectiveness of instruction are measured. In fact, evaluation takes place throughout all phases of the instructional design process, that is, during the previous four phases, between them, and after implementation. Evaluation may be formative, which is continuous evaluation during each phase and between the different phases and aims to improve instruction before its adoption in its final form. It may also be summative evaluation, which assesses the overall effectiveness of instruction. Summative evaluation is carried out by specialists and expert reviewers to assess the extent to which the instructional materials match the institution's needs and to evaluate the instructional strategies. After making the proposed revisions resulting from the piloting process and ensuring that all procedures have been completed properly, the model is then adopted and produced.

These findings are consistent with the findings of the studies conducted by Mubarak (2016), Al-Saeedi (2017), Tawahri (2021), and Banat and Al-Jarrah (2022).

To answer the fourth question, which states: What is the degree of suitability of the instructional model based on constructivist theory from the experts' perspective? the Delphi technique was used through three rounds in order to reach agreement among the experts on the suitability of the instructional model based on constructivist theory, according to the following procedures:

- Results of the first-round questionnaire: This round aimed to obtain the experts' views and perceptions regarding the suitability of the proposed model based on constructivist theory. The first questionnaire was designed according to the open-ended questionnaire format, which allowed the participating experts to express their views freely without restrictions, in a manner resembling individual brainstorming for each expert.

The first questionnaire consisted of two main parts. The first part included the letter addressed to the participating educational expert, introducing the aim of the present study. It also explained the steps for building the instructional model based on constructivist theory, in addition to the participating expert's personal data. The second part of the questionnaire included open-ended questions expressing the features of the proposed instructional model in light of the assumptions and principles of constructivist theory.

A direct approach was used in collecting information, whether through personal communication or meeting some of the participating experts, in addition to indirect communication through Messenger, WhatsApp, email, and the electronic link to the questionnaire. The results of the first questionnaire, through collecting and classifying the responses of 24 experts, yielded 48 items categorized under 7 main axes.

- Results of the second-round questionnaire: In light of the results of the first round, the second-round questionnaire was developed. It included 48 items under 7 main axes. A direct and indirect approach was used with the members of the selected study sample of participating experts and educators in the Delphi rounds, numbering 24 experts. The weighted means, standard deviations, and degree of agreement for the responses of the study sample to the items of the questionnaire dimensions were calculated, and the results were as follows:

Table 5. Results of the Second-Round Questionnaire by Domain

No.	Domain	Mean	Standard deviation	Degree of agreement	Domain rank
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1	The philosophy underlying the instructional model	3.24	0.86	High	7
2	The basic principles of the instructional model	3.36	0.90	High	6
3	Characteristics of the instructional model	3.70	0.87	High	3
4	Model content	3.52	0.88	High	4
5	Educational activities	3.75	0.79	High	2
6	Constructivist learning in teaching	3.90	0.80	High	1
7	Evaluation	3.45	0.91	High	5
Overall degree of agreement		3.56	0.87	High	

It is clear from the previous table that the mean score for the degree of suitability of the instructional model based on constructivist theory from the experts' perspective was 3.56, with a standard deviation of 0.87. According to the Likert scale, this degree is considered high. The mean scores of the questionnaire domains ranged from 3.24 to 3.90, which falls between the levels of agree and strongly agree.

- The domain of constructivist learning in teaching ranked first, with a mean score of 3.90 and a standard deviation of 0.80.
- The domain of educational activities ranked second, with a mean score of 3.75 and a standard deviation of 0.79.
- The domain of the characteristics of the instructional model ranked third, with a mean score of 3.70 and a standard deviation of 0.87.
- The domain of model content ranked fourth, with a mean score of 3.52 and a standard deviation of 0.88.
- The domain of evaluation ranked fifth, with a mean score of 3.45 and a standard deviation of 0.91.
- The domain of the basic principles of the instructional model ranked sixth, with a mean score of 3.36 and a standard deviation of 0.90.
- The domain of the philosophy underlying the instructional model ranked seventh, with a mean score of 3.24 and a standard deviation of 0.86.
- The researcher attributes this result to the agreement of most experts on the importance of constructivist theory and the need to apply it in teaching. This is consistent with the findings of the studies conducted by Al-Saeedi (2017), Tawahri (2021), Banat and Al-Jarrah (2022), and Wibowo (2025).

Recommendations

Based on the findings of the study, the researcher recommends the following:

- The need to apply the instructional model based on constructivist theory to develop emotional intelligence skills and persuasion skills in sales among students of the College of Administrative and Financial Sciences at the Saudi Electronic University.
- Holding training courses in persuasion, negotiation, and marketing skills for students of the College of Administrative and Financial Sciences.
- Incorporating emotional intelligence skills and persuasion skills in marketing and sales into the preparation programs of students of the College of Administrative and Financial Sciences for the labor market.
- Including constructivist learning situations and activities in the curricula in a way that allows students of the College of Administrative and Financial Sciences to be trained in the communication and persuasion skills necessary for various fields of buying and selling.

- Training faculty members in the College of Administrative and Financial Sciences to use constructivist learning strategies.
- Integrating multimedia through videos and role-play situations to enhance awareness of labor market requirements and develop persuasion skills in varied situations among students of the College of Administrative and Financial Sciences.
- Reducing the use of traditional teaching methods because of their limited usefulness in developing marketing, sales, and promotion skills.
- Reconsidering the objectives of the programs of the College of Administrative and Financial Sciences in light of labor market requirements.
- The Ministry of Education should pay attention to providing financial and human support to Saudi electronic universities so that they can perform their role in preparing students for the labor market and competitive capability.

Proposed Research

The researcher proposes further studies in this field to complement what the present study has initiated, including:

- The effectiveness of a program based on the idea-generation strategy in developing persuasive intelligence among students of the College of Administrative and Financial Sciences.
- The use of the debate strategy to develop negotiation and persuasion skills among students of the College of Administrative and Financial Sciences.
- A program based on persuasive intelligence for developing buying and selling skills among students of the College of Administrative and Financial Sciences.
- A study of the effect of an e-course based on constructivist learning on developing e-commerce skills among students of the College of Administrative and Financial Sciences.
- The effect of using constructivist learning on developing decision-making skills among students of the College of Administrative and Financial Sciences.
- An evaluative study of sales, promotion, and creative thinking skills among students of the College of Administrative and Financial Sciences in light of labor market requirements.

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