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Factors That Determine The Relationship between Emotional Intelligence and Academic Performance of Private University Lecturers in Malaysia

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Abstract

The university's environment today is very challenging and demanding due to changes in policies and the increasing standard and expectation of education in Malaysia. On top of that, the academic staffs especially lecturers, not only need to focus on teaching but also to embark on research and consultancy. Due to these pressures, it is important to explore the emotional intelligence of academic staff to identify their capabilities as they are the main resources of the university in producing better and highly qualified graduates. The institutions of higher learning have been looking for an educational environment with highly effective academic lecturers. Considering the important role of emotional intelligence in determining the performance of professionals in organizations and the need for enhancing academic performance in term of teaching activities and research & scholarly activities effectiveness in the classroom, this study intends to describe the factors that determine the relationship between emotional intelligence and the academic performance of academic staff in private educational institutions in Malaysia. This study highlighted four important dimensions in emotional intelligence, including self-awareness, self-management, social awareness, and relationship management, based on research problems. Furthermore, academic performance (research and scholarly activities, as well as teaching activities) was combined with emotional intelligence in this study. In order to satisfy the study objectives, four key hypotheses were developed. To analyse the association between emotional intelligence dimensions and academic performance, hypotheses tested. Descriptive statistics, as well as correlation and multiple regression analysis, are used to assess academic performance. This research applied a quantitative method approach to cast the researchers' net wider to include selected higher educational institutions to obtain as much data as possible. The results demonstrate a significant relationship between various factors of emotional intelligence and academic performance of academic workers in private higher educational institutions. Therefore, these significant findings shed further light on the theoretical and practical utility of the construct of emotional intelligence and academic performance and have proven the fact that emotional intelligence is accountable for and could predict academic performance. This study will help

to establish the criteria for lecturer evaluation specifically in terms of academic performance. The feedback obtained through this study could help lecturers to reflect upon their strengths and weaknesses to further enhance their teaching in achieving personal and career excellence. Considering the important role of emotional intelligence in determining the performance of professionals in organizations and the need for enhancing teaching effectiveness in the classroom, this study intends to describe the factors that determine the relationship between emotional intelligence and the academic performance of academic staff in private educational institutions in Malaysia. In the current study, investigating emotional intelligence and its relationship with academic performance will add empirical literature to the corpus knowledge of this topic, help the lecturers in understanding more on the importance of soft skills. It will also assist the lecturer in considering the challenges of modern knowledge and, ultimately, improve their performance through effective teaching and learning processes.

Keywords*:* Emotional Intelligence, Academic Performance, Private University, Relationship.

Introduction
Education is critical to a person's success in every discipline. Moreover, education teaches peoples skills which can improve their abilities, prepare them physically, and mentally develop them. It is not only necessary to have subject knowledge for good teaching, but it is also necessary to have effective abilities.
Lecturers' academic performance has been impacted by rapid changes and reforms in educational institutions around the world. Despite these advancements, the debate over how to predict teaching effectiveness remains complex and difficult to assess. The function of emotional intelligence in lecturers' academic performance is investigated in this study, which fills a gap in the literature. The association between emotional intelligence (EI), which has four dimensions: self-regulations, self-awareness, self-motivation, and social competence (relationship management), and academic performance is examined in this study.

In today's environment, the function of a university lecturers has gotten more complex and varied (Islam & Habib, 2021; Chong, 2019). Academic staff are directly accountable for the education of future generations and for shaping a student's personality and life. Stronge et al (2007) identified an important association between competent instructors and student accomplishment; therefore schools have long placed a premium on lecturers' performance.
As a result, a primary goal among universities around the country is to hire highly qualified lecturers' who have earned a specific professional qualification from a university or college, have adequate credentialing, and have demonstrated interest in their teaching assignments (Mosley, 2006). Recently, an author in the literature have begun to investigate the role of emotions and emotional intelligence in education as a means of improving academic performance (Abdul Aziz, 2020). In fact, Mortiboys (2005) proposed that emotional intelligence be cultivated and used in education to supplement both theoretical knowledge and teaching practice. As a result, emotional intelligence is seen as a valuable tool for assessing a lecturers' academic performance, accomplishments, and attributes (Birol et al., 2009). In achieving Malaysia's academic plan and in sustaining excellence in higher education, lecturers who are considered as knowledge workers must work collaboratively with key stakeholders to foster students' academic growth.

A university's direction and expansion have been influenced by the increasing social demand for education at all levels. Similarly, from the perspective of human capital, institutions of higher learning in Malaysia provide opportunities to equip individuals with the knowledge, professionalism, and innovation. In other words, lecturers as knowledge workers need to be masters of emotional intelligence (EI) as their jobs involve an interpersonal focus when dealing with subordinates, students as well as both internal and external stakeholders. For the past decade, the higher education sector in Malaysia has grown tremendously and Malaysia aims to be a centre of educational excellence in the region, especially through the internationalization of higher education . A recent launch of "Strategic Plan for Higher Education: Laying the Foundation Beyond 2020" by the Ministry of Higher Education (MoHE) Malaysia outlines the measures and strategies that will create Malaysia into an international center of educational excellence (MoHE, 2022).

The plan has incorporated educators as active agents of change in gearing Malaysia toward the goal. The initiative provides a basis for understanding nation-building and community development. Hence, the government needs to prepare practical tools and formulate strategies accordingly. The Ministry of Higher Education of Malaysia is aggressively pursuing its goal to ensure the quality of learning via teaching, enable students to get the latest knowledge through exploratory research, and sustain the development of societies . Therefore, it is necessary to implement appropriate teaching strategies and to organize work in a way that fosters learning. For that reason, providing trained educators is essential for the education system. Talented academic staff and academic leaders in higher education are expected to have high emotional intelligence (EI). Having good emotional intelligence will increase the job performance of academic staff .

Lecturers are overwhelmed with multiple roles and tasks such as conducting research for promotion purposes, attending seminars, project presentations and engaging in students' and community service activities. Among the organizational stress indicators include workload, ambiguity, and conflict in roles. Subsequently, lecturers tend to experience negative emotions such as tension, hostility, depression, anger, nervousness, and frustration (Islam & Habib, 2021; Saleh et al., 2022). Therefore, it is vital for lecturers not only to possess appropriate knowledge, skills, and abilities to ensure the optimum transfer of knowledge but to equip themselves with another pertinent aspect of the teaching component called emotional intelligence.

In academia, the quality of teaching is closely related to teaching effectiveness (Saleh et al., 2022b). High skills of emotional intelligence have a positive and significant relationship with effective teaching (Islam & Habib, 2021). EI components support teaching effectiveness and productivity for academic staff. However, there is still a gap regarding the insufficient understanding of the importance of studying emotional intelligence and its effectiveness on improving teaching effectiveness among academic lecturers. It plays a major role to evolve strategic competence in organizations.

Literature Review
Emotional Intelligence and Academic Performance
Researchers have classified emotional intelligence into two dominant models: mixed model or ability model (Ciarrochi et al., 2001). According to Rosete and Ciarrochi (2005), mixed models of emotional intelligence probably combined or overlapped with previous models of

personality, and primary modes which are based on the self-report assessment. The approach of the mixed model is applicable in different disciplines such as leadership development, education, industry, and training (Rozell et al., 2002). The advocates of the mixed model defined emotional intelligence as an individual knowing one's emotion, management of emotions and motivating oneself, and handling relationships (Goleman, 1995). While the advocates of the ability model defined emotional intelligence as an individual potential capability to identify and state emotion precisely, to understand emotional knowledge, to employ emotions to facilitate thought and to regulate emotions (Mayer & Salovey, 2011).There are many mixed models of emotional intelligence. The most common ones include three major conceptualizations of Goleman's Emotional Competence (Goleman, 1998), Bar-On's Emotional and Social Competence (Bar-On, 2006), and Petrides and Furnham's Traits Emotional Intelligence (Petrides et al., 2007).

Emotional intelligence, according to Goleman (1995), is any fundamental personal attribute that is not reflected by cognitive intelligence. The first model has five dimensions and twenty-five emotional intelligence skills (Goleman, 1998). The first dimension is self-awareness, or the ability to recognise one's emotions, strengths, shortcomings, objectives, motives, and the impact of one's emotions on others. Self-regulation is the second component, which entails recognising, controlling, and redirecting negative emotions toward a more productive or good goal. Social abilities, which include managing relationships with others and guiding others, are the third dimension. Empathy is the fourth dimension: it examines the feelings of others when making judgments. The final dimension is motivation, or the desire or drive to succeed. Based on the study of Boyatzis and Rhee, Goleman refined his model into four dimensions with twenty emotional intelligence competencies in 2001 (Goleman, 2001). Self-awareness, self-management, social-awareness, and relationship management are the dimensions in the improved model. Daniel Goleman's hybrid model of emotional intelligence, which incorporates an individual's ability and personality, is shown in Figure 2. (Goleman, 2001).

Both Goleman's (1995); Bar-(1997) On's mixed models of emotional intelligence incorporate both competency (capacity) and general inclination (trait). The concept of a hybrid model is both wide and sound. The problem with mixed models, however, is that the construct is redundant with personality traits. The mixed approach isn't solely evaluating emotional intelligence because it focuses on adaptive functioning like social skills, stress management, and motivation, which are less likely to be classified as either emotion or intelligence. Furthermore, Goleman's (1995) model includes ambiguous terminology that are difficult to evaluate objectively (Petrides, 2010). Numerous definitions of emotional intelligence, on the other hand, have contributed to the development of various models. In this regard, Bar-On (1997) characterised emotional intelligence as non-cognitive talents, although he also included problem-solving skills, which are commonly referred to as cognitive abilities, in his model. In other words, the Bar-On model's component is ambiguous. Cherniss (2010) also agreed that Bar-and On's Goleman's models featured broader ideas (ability and trait) that ran counter to Salovey and Mayer's commonly recognised definition of emotional intelligence. As a result, these models are not actual, exemplary models.

Mayer and Salovey (1997), the founders of emotional intelligence, said that emotional intelligence is the cognitive ability to interpret emotion and ranked the abilities from basic to advanced. In mixed models, however, emotional intelligence components are not organised

in a logical order. Furthermore, Bar-emotional On's intelligence test, the Bar-On Emotion Quotient Inventory (EQ-i), had low discriminant validity when compared to personality tests. According to Webb et al (2013), Big Five personality traits and emotional well-being account for two-thirds (62%) of the variance in Bar-On Emotion Quotient Inventory scores (adaptive functioning). This demonstrates that the components have a lot of overlap with personality traits and adaptive functioning.

As a result, employing the mixed model notion to assess emotional intelligence is incongruent and ineffective. As a result, it was ruled out. Emotional intelligence is an important determinant of academic performance and research shows that this skill can be developed through training. Without this skill, the lecturers may easily experience negative emotions such as hostility, tension, depression, anger, nervousness, and frustration. Thus, those kinds of negative feelings must be transformed into positive feelings to ensure that lecturers are adequately prepared to convey intellectual knowledge and competencies to students (Al Qalhati et al., 2020). Therefore, lecturers should learn and acquire emotional intelligence skill that helps improve their teaching effectiveness as well as achieve high performance standards in various aspects such as teaching and learning, administrative work, and publication of research papers. Lecturers' academic performance divided into two dimensions, teaching activity and research & scholarly activities. Teaching activity is the process of making students learning possible, promote engagement and discussion, concern and respect for students, and maximising students' academic achievement. Teaching activity involves five components which include analytical approach, clarity of teaching, lecturer-group interaction, lecturer-individual student interaction, and enthusiasm of lecturer.

Research and scholarly activities refers to the activities related to studies conducted scientifically and shared with others with a meaningful purpose. These sharing can be communicated orally or in written form. Oral communication can be done via conference, academic talks and seminars. Meanwhile, written discourse can be done in terms of publication such as books, journal articles, newspapers, and proceeding. Therefore, researchers are able to contribute to the current body of knowledge through activities related to studies conducted scientifically and shared with others via speech or written form. The contemporary university educators work in a competitive environment and are under pressure for several reasons including having to expand their own research capacities. Research and publication have become important criteria in the ranking of the universities globally (Azmi, 2006). Even within the country of Malaysia, universities are ranked based on their staff's achievements in many areas especially in research and publication. In Malaysia, research involvement is encouraged by the Ministry of Education (MOE) not only in higher learning institutions but also among school teachers where innovative teaching and learning approach is emphasized (MOE, 2013; Economy Planning Unit, 2015). This can be done by carrying out studies such as action research from time to time to test new strategies or approaches in the classrooms analytically and recording them accordingly.

Research and scholarly activities are two main requirements in the job duties of academicians at higher learning institutions. In line with the SETARA-2017 has to re-align the assessment metrics to Malaysian Education Blueprint 2015-2025. It is designed to help universities to build strong fundamentals such as deliver the three core functions (teaching, research and services) through appropriate assessment and evaluation metrics (Ministry of Education

Malaysia, 2022). The transformation outline was deliberately discussed in the 10th Malaysian Plan. It is also developed to promote overall institutional excellence as well as recognizing the diversity amongst institutions.

For SETARA-2017, the Malaysia's Higher Learning Institution (HLI) involved are divided into three categories, Mature University : Universities with at least 15 years of establishment, Emerging University : Universities with less than 15 years of establishment, University College : University Colleges, University College and Emerging University are expected to consolidate institutional profiles and teaching. While Mature University is expected to engage in more research and service activities. According to SETARA-2017 has to re-align the assessment metrics to Malaysian Education Blueprint 2015-2025, Malaysian private universities lecturers are now required to do research, presentations, publishing and other scholarly activities as part of their job duties. This poses challenges to lecturers as their role has traditionally been teaching oriented. Furthermore, performance in research activities has been set as one of the new criteria evaluated for promotion unlike previous promotion system which based solely on seniority.

This transformation plan is based on universities empowerment through development of new programs in specific thrusts (niche areas), feedbacks from the industries, collaborations with other local and international higher learning institutions and producing knowledgeable and competent lecturers together with an excellent working culture (Sanmugam, 2014). The impact of SETARA ratings, private universities offer a great challenge to the lecturers as they are required to improve the quality of teaching and do innovations in teaching, research, presentations, publications, and other scholarly activities as part of their role (Azmi, 2006). Conventionally, a teacher brings two things to the classroom that are of value to the learners, one is expertise in the subject and the other is knowledge of teaching - learning methods. In the past, lecturers and teachers were mainly focused on teaching and learning activities (Sterner, 1999). Their devotion was very much classroom oriented in preparing students to obtain good grades in the various types of assessments such as examination, coursework, and projects. Hence, the educators gained popularity on basis of their ability in imparting the subject and content knowledge to their students effectively.

Emotional Intelligence is the unrecognized third component what a teacher possesses and delivers to her learners indirectly (Javed et al., 2020). From the last two decades educational professionals understood the importance of feelings in the overall development of their pupils and in their own daily tasks. Teachers are aware of the role played by emotions in their daily effort. Emotions and skills for coping with them affect learning processes, mental and physical health, the quality of social relationships and academic and work performance (Brackett & Caruso, 2007). Teaching is considered to be one of the most stressful occupations, especially because it involves daily work based on social interactions where the teacher must make great effort to regulate not only his or her own emotions, but also those of students, parents, colleagues etc., (Brotheridge & Grandey, 2002). As emotional intelligence is playing vital role in teaching the present study is attempted to adopt emotional intelligence-based teaching strategies to enhance emotional intelligence which in turn influence teaching competence.

Objective of Study

The main objective of this study is to determine the relationship between emotional intelligence (EI) and academic performance among academic staff in Malaysian private universities. Specifically, the objectives of the study are:

1. To determine the relationship between self-awareness and academic performance among academic staff in Malaysian private universities.
2. To determine the relationship between self-management on academic performance among academic staff in Malaysian private universities.
3. To determine the relationship between social awareness on academic performance among academic staff in Malaysian private universities.
4. To determine the relationship between relationship management on academic performance among academic staff in Malaysian private universities.

Hypotheses

H01:There is no significant relationship between self-awareness and academic performance among academic staff in Malaysian private universities.
H1:There is a significant relationship between self-awareness and academic performance among academic staff in Malaysian private universities.

H02:There is no significant relationship between self-management and academic performance among academic staff in Malaysian private universities.
H2:There is a significant relationship between self-management and academic performance among academic staff in Malaysian private universities.

H03:There is no significant relationship between social awareness and academic performance among academic staff in Malaysian private universities.
H3:There is a significant relationship between social awareness and academic performance among academic staff in Malaysian private universities.

H04:There is no significant relationship between relationship management and academic performance among academic staff in Malaysian private universities.
H4:There is a significant relationship between relationship management and academic performance among academic staff in Malaysian private universities.

Research Framework

There are four major dimensions of emotionally intelligent individuals should have in order to obtain better academic performance. They are self-awareness, self-management, social awareness, and relationship management. According to this conception, emotional intelligence could predict academic performance. Individuals with a high level of emotional intelligence would succeed in applying their knowledge and improve their academic performance. On the other hand, individuals with a low level of emotional intelligence would be struggling to transform their knowledge and increase their performance. It can be indicated that all four dimensions of Goleman's (2001) emotional competence significantly correlate with academic performance. Hence, the conceptual framework of emotional intelligence and academic performance is presented in Figure 1 below.
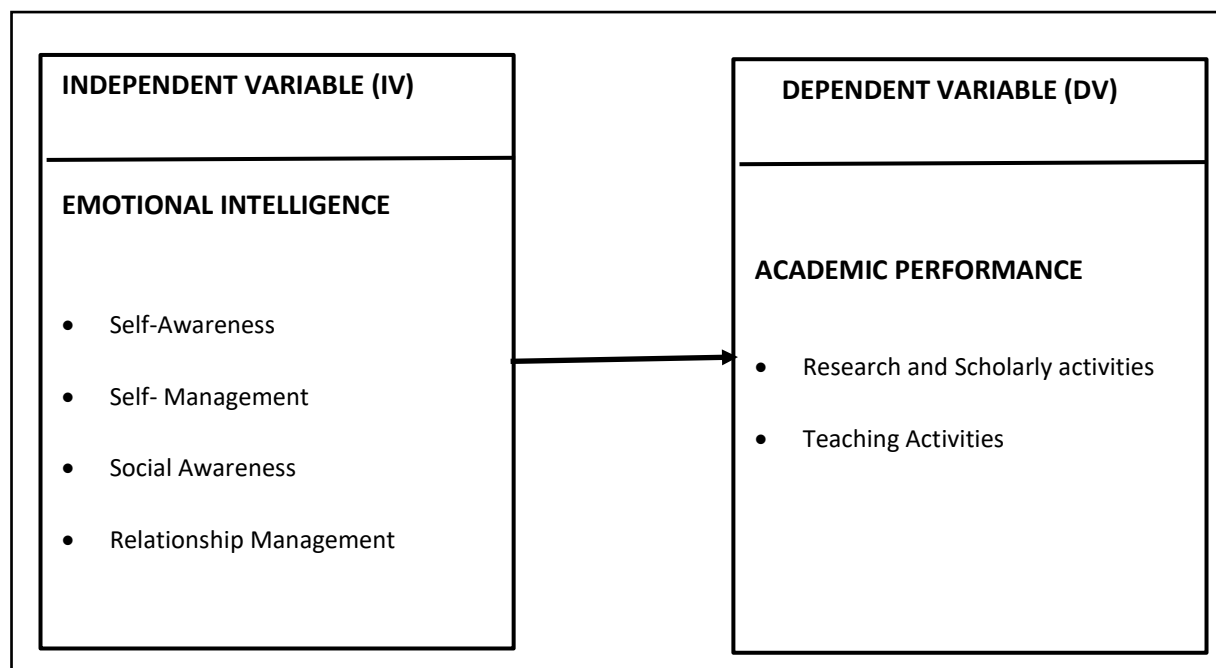
INDEPENDENT VARIABLE (IV)	DEPENDENT VARIABLE (DV)
EMOTIONAL INTELLIGENCE • Self-Awareness • Self- Management • Social Awareness • Relationship Management	**ACADEMIC PERFORMANCE** • Research and Scholarly activities • Teaching Activities

Figure 1: Framework of Emotional Intelligence and Academic Performance

Methodology

The main approach that used for this study was quantitative research design with the application of a cross-sectional survey method or questionnaire. This method is considered suitable based on the identification of the phenomenon and the objectives of the study i.e., to see the relationship between emotional intelligence and academic performance among private university lecturers in Malaysia. According to Haslam and McGarty (2014), the survey method is also known as a correlational method because it is used to acquire information about several distinct variables in which the researcher is interested and finds the relationship between variables. The survey method in this study establishes the sampling strategy, data gathering methodologies, and validation processes.

In line with the objectives of the study, the target population for this study were private universities in Malaysia. There are about 54 private universities in Malaysia distributed across 11 states. Most private universities are in the state of Selangor (23 universities). It is followed by the states of Kuala Lumpur (14 universities), Perak (4 universities), Kedah (3 universities), Negeri Sembilan (3 universities), and Pahang (2 universities). The states of Johor, Melaka, Pulau Pinang, Terengganu, and Sarawak each has one private university only. While the states of Putrajaya, Perlis, and Sabah do not have any private universities operational (MOHE, 2019).This study utilised sampling frame and sample selection based on the available data. In terms of the sampling frame, the total population size is 54 private universities in Malaysia with 2574 teaching professionals. Hence, out of 2574 teaching professionals, 370 lecturers selected to answer the questionnaire of the study.

For the sampling procedure, 6 (six) universities selected out of 54 private universities in Malaysia. The selection criteria are mainly based on mature universities and emerging universities following SETARA 2017 rating developed under the Malaysian Education Blueprint 2015-2025 for Higher Education. SETARA system assesses educational institutions

by using a rigorous methodology in evaluating three categories, namely teaching and learning, research, and services as the core functions of the university. According to the Education Malaysia Global Services (2021), the latest exercise for SETARA rating was in 2017. The primary data collection technique will be a questionnaire. The questionnaire distributed to lecturers, senior lecturers, associate professors, and professors who are involved in academic teaching only at selected private universities in Malaysia.

Prior to distributing the questionnaires to the targeted respondents, the researcher obtained permission from the targeted private universities in Malaysia. Once the targeted respondents are determined, the researcher contacted them and explain the purpose of the study to help them understand and encourage the responses completely.

Pilot Study
A pilot testing was conducted to develop the questionnaire. The instruments was distributed to 20 lecturers at selected private universities in Malaysia. Based on the obtained data, the reliability and validity of the questions from the questionnaire will be tested accordingly. The reliability of the instrument will be checked using Cronbach's alpha to determine its internal consistency. The Cronbach's alpha that is higher than .7 shows adequate internal reliability of an instrument.

The primary data collection technique will be a questionnaire. The questionnaire will be distributed to lecturers, senior lecturers, associate professors, and professors who are involved in academic teaching only at selected private universities in Malaysia. Prior to distributing the questionnaires to the targeted respondents, the researcher will obtain permission from the targeted private universities in Malaysia. Once the targeted respondents are determined, the researcher will contact them and explain the purpose of the study to help them understand and encourage the responses completely.

Result and Discussion
This research questionnaire consisted of four sections namely Section A, Section B, Section C and Section D. Section B, which consisted of questions related to the four dimensions of Emotional Intelligence, have an internal consistency of more than 0.7. Section C and Section D had an internal consistency of more than 0.90. Thus, the researcher concluded that the data collection instrument for this research was excellently reliable.

Table 1
The Coefficient Alpha Value Generated in SPSS (n=40)

	Variables	Scales	Cronbach's Alpha
1	**Emotional Intelligence**	Self-Awareness	0.74
2		Self-Management	0.72
3		Social Awareness	0.80
4		Relationship Management	0.78
5	**Academic Performance**	Research and scholarly activities	0.92
6		Teaching Activities	0.96

The internal reliability for Section B, Section C and Section D were assessed and the result varied, ranging from 0.74-0.96 (Table 1). The Emotional Intelligence four dimensions has good reliability where the Cronbach's alpha coefficient was more than 0.70.

Factor Analysis

In this research pilot's study, a total of 40 people participated to be the sample. There were 30 questions with five-point Likert scale as the choices of answers. The Likert scale stand from Strongly Agree to Strongly Disagree. By using IBM SPSS Version 26, the EFA of the data was computed. The Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity were used to assess sampling adequacies and to establish the applicability of exploratory factor analysis to components analysis. The KMO index was used to compare zero-order and partial correlation coefficients. For the entire set of measures, the KMO and Bartlett's Test were reasonable. The KMO test demonstrated a result of 0.761 for Emotional Intelligence dimension and 0.884 for academic performance dimension, which was higher than the minimum level of 0.6. In addition, Table 2 shows that the significance of the Bartlett's Tests was 0.000, which is less than the significant level of 0.05 ($p<0.05$), indicating that the correlation matrix contained significant and meaningful information. Since there was a correlation between research variables based on this result, hence, Factor Analysis could be conducted.

Emotional Intelligence

Table 2

KMO and Bartlett's Test (For Emotional Intelligence)

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.761
Bartlett's Test of Sphericity	Approx. Chi-Square	681.920
	df	190
	Sig.	.000
a. Based on correlations		

Academic Performance

Table 3

KMO and Bartlett's Test (For Academic Performance)

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.884
Bartlett's Test of Sphericity	Approx. Chi-Square	456.966
	Df	45
	Sig.	.000
a. Based on correlations		

Correlation Analysis

In this study, the statistical techniques of correlation and regression analysis were used to examine the hypothetical assumptions between the two variables: research activities and teaching activities. The correlation coefficient (r) is a measurement of strength of a link between two variables, with r values ranging from +1 to -1. As a result, -1 denotes a perfectly downhill negative relationship, while +1 denotes a perfectly uphill positive relationship. On the other hand, -0.70 denotes a strong downhill negative relationship, while +0.70 denotes a strong uphill positive relationship. Lastly, -0.50 denotes a moderate downhill negative relationship, +0.05 denotes a moderate downhill positive relationship, while 0 denotes no linear relationship.

Table 4
Correlation Analysis

Variables		Research Activities	Teaching Activities
Self Awareness	Pearson Correlation	0.803^{**}	0.700^{**}
	Sig. (2-tailed)	0.000	0.000
	N	380	380
Self Management	Pearson Correlation	0.830^{**}	0.716^{**}
	Sig. (2-tailed)	0.000	0.000
	N	380	380
Social Awareness	Pearson Correlation	0.821^{**}	0.714^{**}
	Sig. (2-tailed)	0.000	0.000
	N	380	380
Relationship Management	Pearson Correlation.	0.831^{**}	0.666^{**}
	Sig. (2-tailed)	0.000	0.000
	N	380	380

** Correlation is statistically significant at the 0.01 level (2-tailed).

The correlation analysis between the three variables is shown in Table 4. With a level of significance at $p < 0.01$, the results clearly revealed that there was a positive association between the variables of research activities and teaching activities.. In particular, research activities had a significant positive link (more than r=0.80); and teaching activities also had a significant positive relationship (more than r =0.700). Because of the importance of the two variables to the academic performance of private university Malaysia, these two characteristics should be consistently stressed by emotional intelligence.

There is strong positive correlation was found between self awareness, self management, social awareness and relationship management towards academic performance.
The model 1 was formed on four dimensions of emotional intelligence such as Self-Awareness, Self-Management, Social Awareness and Relationship Management and one dimension from academic performance which was research and scholarly related activities. Emotional intelligence with research and scholarly related activities, the linear model has an F-value = 298.946 which is statistically significant with p – value = 0.000 < 0.05 meaning that the overall model is significant in the prediction of enhancing academic performance. It is claimed that there is a noteworthy positive outcome of the emotional intelligence on

academic performance which is measured through research and scholarly related activities. The R-value = 0.873. Value of R-square = 0.761, meaning that 76% of the corresponding variance in academic performance can be projected by the emotional intelligence. Moreover, self-awareness is insignificantly related to research & scholarly related activities at 0.05 significant level (Beta = 0.083, t = 1.374, p = 0.170). Further, self-management is significantly related to research & scholarly related activities at 0.05 significant level (Beta = 0.349, t = 6.030, p = 0.000). Furthermore, social awareness is significantly related to research & scholarly related activities at 0.05 significant level (Beta = 0.125, t = 1.893, p = 0.059). Moreover, relationship management is significantly related to research & scholarly related activities at 0.05 significant level (Beta = 0.364, t = 6.438, p = 0.000). Hence, the regression equation for Relationship Management, Self-Management, Self-awareness, Social Awareness dimensions can be formed as follows where y represent research and scholarly activities, x represent emotional intelligence dimension and c is a constant.

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Self-Awareness: y= 0.083x + c
Self-Management: y= 0.349x + c
Social Awareness: y= 0.125x + c
Relationship Management: 0.364x + c

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The model 2 was formed on four dimensions of emotional intelligence such as Self-Awareness, Self-Management, Social Awareness and Relationship Management and one dimension from academic performance which was teaching related activities. Emotional intelligence with research and scholarly related activities, the linear model has an F-value = 115.894 which is statistically significant with $p - value = 0.000 < 0.05$ meaning that the overall model is significant in the prediction of enhancing academic performance. It is claimed that there is a noteworthy positive outcome of the emotional intelligence on academic performance which is measured through teaching related activities. The R-value = 0.744. Value of R-square = 0.553, meaning that 55% of the corresponding variance in academic performance can be projected by the emotional intelligence. Moreover, self-awareness is significantly related to teaching related activities. at 0.05 significant level (Beta = 0.170, t = 2.060, p = 0.040).
Further, self-management is significantly related to teaching related activities. at 0.05 significant level (Beta = 0.303, t = 3.820, p = 0.000). Furthermore, social awareness is significantly related to teaching related activities. at 0.05 significant level (Beta = 0.273, t = 3.017, p = 0.003). Moreover, relationship management is in significantly related to teaching related activities. at 0.05 significant level (Beta = 0.034, t = 0.433, p = 0.665). Hence, the regression equation for Relationship Management, Self-Management, Self-awareness, Social Awareness dimensions can be formed as follows where y represent research and teaching activities, x represent emotional intelligence dimension and c is a constant.

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Self-Awareness: y= 0.170x + c
Self-Management: y= 0.303x + c
Social Awareness: y= 0.273x + c
Relationship Management: 0.034x + c

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Discussion and Conclusion

The purpose of this study is to examine at the association between emotional intelligence and academic performance in Malaysian private institutions' academic staff. It's crucial because it tries to explain any meaningful association between the several aspects of emotional intelligence (self-awareness, self-management, social awareness, and relationship management) and academic success. As a result, the academic staff will benefit from this research in terms of better understanding and pushing themselves to do better in their area of work, which is teaching and learning.

This research has both theoretical and practical implications, and the findings will aid future researchers in both developed and developing economies. The findings also provided a road map and engagement for Malaysian education policymakers and strategic managers. While examining core contributions considering the study's aims, the following points are highlighted from this study. It has been concluded that 4 dimensions such self-awareness, self-management, social awareness, and relationship management have been included in emotional intelligence to measure academic performance. Few dimensions of emotional intelligence have been excluded based on disagreement about their lack of importance among researchers. A comprehensive conceptual framework has been developed while academic performance was added for the first time with other important dimensions of emotional intelligence. The strength of this framework is that this framework not only considers research and scholarly related activities in academic performance but also this framework has been supplemented with teaching related activities dimension.

The purpose of this study is to assess how academics in private universities teach and learn in terms of emotional intelligence. As a result, it is suggested that this research is necessary to investigate and contribute to the emotional intelligence of academic staff to recognize their potential as the university's key resources in creating better and highly qualified graduates. How academic staff at private universities view their academic success may be influenced by their understanding and realization of emotional intelligence ideas. This research will help to assess academic achievement by concentrating on research and teaching activities. An individual with high emotional intelligence can communicate better, lessen their anxiety and stress, resolve conflicts, improve relationships, empathize with others, and overcome life's challenges. Emotional intelligence affects the quality of lives because it influences human behaviour and relationships.

Developing a high emotional intelligence can help determine the success, it can affect the choices by creating options might not have thought otherwise or considered to be possible. The way lecturer's manages emotions can have an impact on everything from their interactions with students to perform in the classroom. There is a relation between lecturer's emotional intelligence and their classroom behaviour. Lecturers with low emotional intelligence may struggle to focus and have relationships with their peers or may even show aggression. Lecturers with lower emotional intelligence tend to struggle to communicate their feelings with their peers, and this can result in struggling to form friendships with other colleagues or even relationships with management. Aggression is a common issue with lecturers with low emotional intelligence because they don't have the skills need to communicate or manage their emotions appropriately. Some expect to learn aspects of emotional intelligence implicitly from family dynamics and by participating in school and community activities. These aspects, or skills, include self-expression of emotions, conflict resolution, and empathy. Self-expression is a person's ability to communicate how he or she feels in any given situation. Conflict resolution refers to the ability to discuss issues with

another person calmly and work together to resolve the issue. Empathy refers to the ability to understand the emotions of others. Often, assumption that these are innate in people or develop naturally by casual interactions with others throughout childhood. For many lecturers', however, this is simply not the case. Therefore, they need to be taught explicitly through classroom instruction, modelling, and even role playing.

In his book Goleman (1995) claims that only 20% of a person's success can be attributed to IQ. This claim prompts many researchers and academicians to explore and identify other factors that contribute another 80% to a person's success. The publishing of Goleman's first book has led to a new area of study not only in the field of education but also in business, human relationships, career development, leadership, industrial and organizational psychology and many more. Many parties are intrigued to know how emotional intelligence of lecturers can help to learn better and perform academically.

Limitations and Future Studies

The This study has some limitations in terms of sample size, research methodology, and potential biases.

Sample Size. The current study will only select six sampling units out of 54 private universities in Malaysia. This will limit other universities and educational institutions to be included in the sampling procedure. Hence, the outcomes might not be able to generalize to other populations such as public universities.

Research Methodology. The current study will use a quantitative research approach through a survey questionnaire. This will limit the use of other methods in the process of data collection and analysis. Therefore, qualitative research methods and analyses are excluded from this study.

Potential Biases. This can be considered as another limitation of the study to prove that the responses from the respondents are honest and the analyses are correct. Therefore, the data will be quantitatively analyzed using correlation and multiple regression analysis to avoid the potential impact of the researcher's personal bias on the result of the current proposed study.

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