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ABSTRACT

The Effect of Emotional Intelligence on Stress Management Among University Staff Involved in SUPSAT

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I. INTRODUCTION

Emotional Intelligence (EI) is increasingly recognized as a vital psychological factor in managing workplace stress [1][2] particularly within physically demanding and socially intense environments such as sports. This study examines the role of emotional intelligence in stress management among university staff who participated in the Kejohanan Sukan Antara Staf Pusat Sukan (SUPSAT). It also investigates gender differences in both emotional intelligence and stress management levels [3]. Understanding this relationship can inform institutional strategies for well-being support and performance optimization.

II. METHODS

This study adopted a quantitative, non-experimental research design using survey methodology. A total of 268 university staff members from various institutions who participated in SUPSAT were selected using non-probability convenience sampling. Data were collected using a structured online questionnaire that consisted of three sections: demographic information, emotional intelligence (using the Wang and Law Emotional Intelligence Scale) [4], and stress management (using the Perceived Stress Scale) [5]. Descriptive statistics (mean, standard deviation), linear regression, and independent t-tests were conducted using JAMOVI software to analyze the data and identify gender differences.

III. RESULTS AND DISCUSSION

A. Emotional Intelligence Among University Staff

Table I shows the descriptive analysis revealed that, among the four emotional intelligence domains, self-awareness scored the highest ($M = 3.85$, $SD = 1.22$), followed by social awareness ($M = 3.77$), self-management ($M = 3.76$), and relationship management ($M = 3.74$). These findings indicate that university staff are generally confident in recognizing their own emotions, though may face challenges in interpersonal relationship regulation, particularly under stressful conditions like SUPSAT.

TABLE I
EMOTIONAL INTELLIGENCE AMONG UNIVERSITY STAFF

	Mean	Sd	Rank
Self- Awareness	3.85	1.22	1
Social- Awareness	3.77	1.19	2
Self- Management	3.76	1.17	3
Relationship Management	3.74	1.18	4

B. Stress Management Among University Staff

Table II shows the average stress management score among university staff. The mean score was 2.74 with a standard deviation of 0.427, which means staff had a moderate ability to manage stress. This result suggests that although staff can handle stress to some level, they may still struggle during busy or demanding events like SUPSAT. More support or training in managing stress could help improve their overall well-being [6].

TABLE II
STRESS MANAGEMENT AMONG UNIVERSITY STAFF

	Mean	Sd
Stress Management	2.74	0.427

C. Effect of Emotional Intelligence on Stress Management

Table III presents the findings of a linear regression analysis conducted to examine the influence of emotional intelligence on stress management among university staff involved in SUPSAT. The analysis revealed a significant negative relationship between emotional intelligence and stress management. The model produced an R value of 0.718, indicating a strong correlation between the two variables. The R^2 value was 0.516, suggesting that emotional intelligence explains approximately 51.6% of the variance in stress management. These findings imply that higher emotional intelligence is associated with better stress management, highlighting its crucial role in coping with pressure during SUPSAT participation.

TABLE III
EFFECT OF EMOTIONAL INTELLIGENCE ON STRESS MANAGEMENT

Model	R	R ²
1	0.718	0.516

D. Significance of Gender Differences on Emotional Intelligence and Stress Management

Table IV indicates that male respondents scored higher in emotional intelligence ($M = 4.03$, $SD = 0.950$) compared to females ($M = 3.50$, $SD = 1.322$), suggesting a greater emotional awareness and regulation among men. However, in terms of stress management, females scored slightly higher ($M = 2.78$, $SD = 0.479$) than males ($M = 2.70$, $SD = 0.372$), indicating a marginally better ability to cope with stress. These differences, however, were not statistically significant.

TABLE IV
SIGNIFICANCE OF GENDER DIFFERENCES ON EMOTIONAL INTELLIGENCE AND STRESS MANAGEMENT

Variable	Group	N	Mean	Sd
Emotional Intelligence	Male	143	4.03	0.950
	Female	125	3.50	1.322
Stress Management	Male	143	2.70	0.372
	Female	125	2.78	0.479

IV. CONCLUSIONS

This study confirms that higher emotional intelligence is strongly associated with better stress management among university staff engaged in sports events like SUPSAT. Self-awareness appears to be a critical domain of EI that supports emotional regulation in high-stress environments. The study emphasizes the importance of implementing EI development programs within university structures to enhance staff well-being and productivity, regardless of gender.

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