

# Emotional Intelligence of Lecturers in A Centre Of Foundation Studies

**Nurhamizah Binti Ishak**

*Academy of Language Studies, Universiti Teknologi MARA Melaka*

*Email: hamizahishak@uitm.edu.my*

**Leele Susana Jamian**

*Faculty of Education, Universiti Teknologi MARA Selangor*

*Email: [leele@uitm.edu.my](mailto:leele@uitm.edu.my)*

Received Date: 03 September 2019

Accepted Date: 30 November 2019

Available Online: 08 December 2019

## ABSTRACT

*This study investigates the level of emotional intelligence amongst the lecturer in a centre of foundation studies owned by a public university in Selangor. It was found that the sample have high overall emotional intelligence level and also scored high emotional intelligence level in all four dimensions that were measured such as use of emotions, regulation of emotions, self-emotional appraisal and others emotional appraisal. Besides, there were significant differences between emotional intelligence and demographic variables such as age, academic qualifications and departments. As for the implications of this study, it contributes to the corpus of knowledge in the area of emotional intelligence in local context and provides empirical data to assist Ministry of Higher Education in conducting strategic planning to enhance emotional intelligence amongst lecturers in institutions of higher educations (IHE).*

**Keywords:** *Emotional Intelligence Lecturers, Institutions of Higher Education (IHE), Foundation Studies Malaysia*

## INTRODUCTION

Lecturers indeed are indispensable asset for institutions of higher education (IHE) as they are the main agents who are directly involved in transforming the students into educated fellows (Fry, Ketrledge & Marshall, 2008). Hence, to produce the all-rounded human capital, well-educated and highly skilled lecturers are highly crucial.

However, recently, the roles and responsibilities of lecturers in meeting the needs and expectations of the tertiary institutions have increasingly becoming more complex, diverse and tedious (Williams & Burden, 2000). With so many roles and responsibilities of lecturers in teaching, research and other academic or service-related activities to handle in the current time, lecturer profession is known as one of the most taxing professions (Noriah, Iskandar & Ridzauddin, 2010; Stoeber & Rennert, 2008; Kokkinos, 2007; Nelson, Low, & Nelson, 2006). Fatimah et al. (2014) revealed that amassed work stress faced by lecturers nowadays would result in tendency to experience negative attitude, burnout and unstable emotions. This would highly create a vicious cycle of anger, lost or apathy in the educational system. Consequently, some lecturers might not be able to manage their emotions and could be

aggressive, erratic and callous to their colleagues and students in the process of discharging their accumulated stress in the classroom. In addition, according the National University of Malaysia's News Portal (UKM Leads Research on Emotional Intelligence, 2009) stressful working environment is cited as one of the main triggers of emotionally laden behaviour amongst the lecturers. Moreover, Rohana, Kamaruzaman and Zanariah (2009) found that lecturers were unable to handle their emotions effectively and were inadequate in emotion regulation behaviours when dealing with their co-workers.

In relation with these, emotional intelligence has been regarded as a must have skill for 21st century lecturers (Mohamad Sophian, 2016; Tajudin, 2016; Siti Asiah et al., 2015; Fatimah et al., 2014; Williams, 2010; Bangs & Frost, 2012; Hemmings & Kay, 2009). Emotional intelligence is the capability of a person to decipher his/her own emotions and to be perceptive to those emotions that he/she detects from the people in his/her surroundings (Khokhar & Kush, 2009). It also refers to the utilisation of knowledge of these emotions to control existing situations and formation of future decisions based on the perceived emotions (Lerner, 2015). According to Mayer & Salovey (1997), they define an emotionally intelligent person as skilled in four areas: identifying emotions, using emotions, understanding emotions, and regulating emotions. Therefore, if an employee has high emotional intelligence, he or she is more likely to be able to express his or her emotions in a healthy way, and understand the emotions of those he or she works with; thus, enhancing work relationships and job performance.

Previous studies also revealed lecturers with high emotional intelligence demonstrate excellent job performance, high empathy and outstanding social skills (Kumar & Muniandy, 2012; Hayashi & Ewert, 2006; Arnold, 2005). As such, they work harmoniously with all elements in their working environments. Noriah, Iskandar and Ridzauddin (2010) claim that due to lecturers' empathy with their students learning needs, they are more enthusiastic, creative and innovative with their teaching methods. Besides, findings from a study conducted by Noriah and Nor Shakinah (2003) show that lecturers who cared for their students have a higher level of commitment towards teaching, as these they were more sensitive to their students' needs and demonstrate effective listening skills. Hence, this research intends to identify and examine the level of emotional intelligence among lecturers in a centre of foundation studies owned by a public university in Selangor.

## **LITERATURE REVIEW**

### **Concept of Emotional Intelligence**

Emotional intelligence refers to the capability to analyse emotions and to employ emotional knowledge in organising their thought while making important plans and decisions (Ljungholm, 2014). This intelligence is not intuitive but a learned behaviour from environment. As human expressions are complex, it is indeed difficult to truly understand and accurately interpret others' expressions. This subsequently caused each person to show varied response according to his/her level of emotional intelligence (Muhammad Waqas & Khadeejah, 2015).

Emotional intelligence is composed of two parts: emotions and intelligence. Intelligence relates with the "power to combine and separate" concepts, to judge and to reason, and to engage in abstract thought (Ghabanchi, 2012). Meanwhile, emotions belong to the affective sphere of mental functioning, which includes the emotions themselves, moods, evaluations and feeling states (Ghabanchi, 2012). With these two aspects combined, EI indicates ability to recognize emotions in themselves and others, and have enough ability to handle their emotions satisfactorily.

## Mayer and Salovey's 4 Branch Model of Emotional Intelligence (1997)

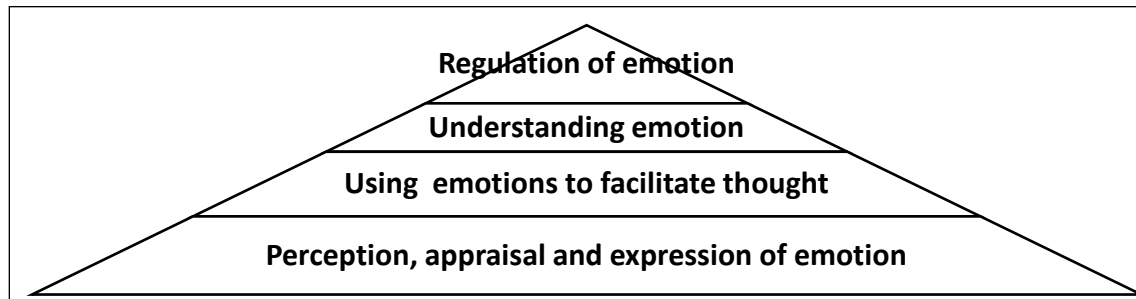


Figure 2.1: 4 Branch Model of Emotional Intelligence

### Branch 1: Perception, appraisal, and expression of emotions

An individual must be able to recognize his/her own current emotions in order to better understand and manage him/herself. This subsequently will ensure that the individual will not make any preposterous decisions or actions due to his/her own emotions. Besides awareness of own emotions, awareness of others' emotions are equally important because empathy helps in fostering and sustaining social support and positive interpersonal relationships (Salovey & Mayer, 1990).

### Branch 2: Using emotions to facilitate thought

Once information about emotions has been acquired through the perception and appraisal of emotions, it will automatically stimulate thoughts. For example, when one feels insecure or threatened, he/she will then scan his/her environment from time to time and pay more attention to the environmental cues around him/her. In addition, different emotions facilitate different types of thinking, so one can be more efficient and generate several ideas. For example, a positive mood can help in enhancing creativity (Salovey & Mayer, 1990).

### Branch 3: Understanding emotions

An emotionally intelligent individual can aptly differentiate between closely related emotional terms; for instance, envy, jealousy, anger, rage, and irritation (Caruso & Salovey, 2004). Besides, emotions may exist in contradictory states. For example, feelings of love and anger may exist simultaneously. In short, according to this branch, emotionally intelligent individuals are more aware of these kinds of emotional complexities (Mayer & Salovey, 1997).

### Branch 4: Regulating emotions

An emotionally intelligent individual constantly check his/her emotions and only display relevant and appropriate emotions according to situation (Mayer & Salovey, 1997; Wiegand, 2007). For example, it is a more intelligent decision to smile while receiving a client, even though the host is sad due to some loss.

## Significance of Emotional Intelligence at Workplace

Emotional intelligence has been promoted as an individual-difference variable that plays a role in determining success in various types of human performance (Ganji, 2011; Hasanzadeh, 2009; Van Rooy

and Viswesvaran, 2007). According to Mayer, Salovey and Caruso (2008), an emotionally intelligent individual is able to understand the relationship of emotions and work affairs as well as understand how the individual could manage one's own and others' emotions in the organisation. Bhopatkar (2013) further supported this statement as he stated emotionally intelligent employees will produce work that meets the objectives of the organization, while workers who are less emotionally intelligent are unable to achieve the desired objectives. This is due to the fact emotionally intelligent people utilize their emotions to guide them in their thinking and behaviours (Zeidner, 2013, Parolini, 2005). They are able to relate to others with compassion and empathy, have well-developed social skills, work best as team players, and normally would take the responsibility of leading the team to meet the organizational goals. Moreover, in a multi-generational workplace that involves a group of people with diverse personality, ideology and opinions; knowing one's emotions and feelings as they occur, and tuning oneself to the on-going situation is crucial to maintain the rapport among colleagues as well as preserving workplace harmony (Njoroge & Yazdanifard, 2014; Owoseni & Olakitan, 2014; Sitaram & Khurana, 2014).

## **RESEARCH METHODOLOGY**

### **Sampling**

Due to its quite small population size, total population sampling technique is applied. All 140 lecturers who currently serving in this centre were selected as the sample size of this study. Nevertheless, after two weeks of data collection process, only 86 out of 140 lecturers responded to the questionnaires. These lecturers served in six different departments: Science, Engineering, Education, Law, Islamic Studies and Language Studies.

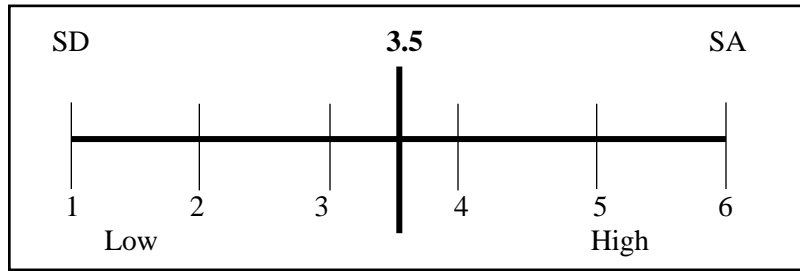
### **Instrumentation**

Questionnaire was the main instrument used to collect data in this study. Cronbach's coefficient alpha for this questionnaire is .83 which indicates its reliability as very strong. The questionnaire was divided into two sections: Sections A and B. Section A focused on the demographic data of the lecturers. It consisted of five items regarding gender, age, academic qualification, course taught and working experience as a lecturer.

Section B focused on emotional intelligence variable. It comprises of both open and close-ended items. The close-ended items in this section were adapted from Wong and Law Emotional Intelligence Scale (WLEIS) by Wong and Law (2002). These items attempted to assess four dimensions of emotional intelligence: 1) self-emotional appraisal, 2) regulation of emotions, 3) others' emotional appraisal and 4) use of emotions. Besides that, two open-ended questions are also included in this section: i) Given the scale of 1 to 6, how do you rate your overall emotional intelligence? and ii) Please provide reasons for above ratings. The inclusion of these open-ended items is to probe further on the respondents' justification of their own emotional intelligence rating.

### **Data Analysis Procedure**

The completed questionnaires were analysed using Statistical Package for the Social Sciences software (SPSS version 22). Thus, in order to assist the interpretation of quantitative data, findings on the interval six-point Likert scale of the emotional intelligence was collapsed into high and low emotional intelligence. Figure 1 display the summary of the categories.



\*1= Strongly disagree, 2= Disagree, 3= Slightly disagree, 4= Slightly agree, 5 = Agree, 6 = Strongly agree

**Figure 3.1 The six-point Likert scale of the emotional intelligence**

Data which were rated as “1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree” with the mean score of 1.00 to 3.49 were regarded as low emotional intelligence while data which were rated as “4 = Somewhat Agree, 5 = Agree and 6 = Strongly Agree” with the mean score of 3.50 to 6.00 were categorized as high emotional intelligence.

Next, independent sample t-test and One-way Anova test were also employed to find out whether there were significant differences between emotional intelligence of the respondents with their demographic profile that consists of gender, age, academic qualification and department.

## FINDINGS

### Quantitative findings of Emotional Intelligence

**RQ 1:** What is the mean score of emotional intelligence amongst the lecturers?

**Table 4.1 Overall mean score of Emotional Intelligence**

Variable	N	Mean	SD	Level
Emotional Intelligence	86	5.27	.454	High

\*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Table 4.1 illustrates the overall mean score ( $M=5.27$ ,  $SD=.454$ ) of emotional intelligence amongst the lecturers. Overall, the findings revealed that the respondents agreed that they had high emotional intelligence level. These findings are in line with previous findings of Abdul Shukor, Abd Rahim and Azizi (2015) and Rohana, Kamaruzaman and Zanariah (2009) that asserted high emotional intelligence level amongst local university lecturers. However, these findings are in contrast with the finding of average emotional intelligence level amongst local polytechnic lecturers by Kumar and Muniandy (2012).

**Table 4.2 Mean scores of Emotional Intelligence according to its dimensions**

Dimensions	N	Mean	SD	Level
Dimension 1: Use of emotions	86	5.36	.466	High
Dimension 2: Self-emotional appraisal	86	5.48	.527	High
Dimension 3: Regulation of emotion	86	5.13	.643	High
Dimension 4: Other's emotional appraisal	86	5.08	.579	High
Overall Total Mean Score	86	5.27	.454	High

\*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Table 4.2 indicates that the respondents generally agreed that they had high emotional intelligence level in all four dimensions of emotional intelligence: use of emotion, self-emotional appraisal, regulation

of emotion and other's emotional appraisal. The mean scores ranged from 5.08 to 5.48. The highest mean score was obtained from self-emotional appraisal dimension ( $M=5.48$ ,  $SD=.527$ ). This was followed by use of emotion dimension ( $M=5.36$ ,  $SD=.466$ ) and regulation of emotion dimension ( $M=5.13$ ,  $SD=.643$ ) respectively. Meanwhile, the lowest mean score was obtained from other's emotional appraisal dimension ( $M=5.08$ ,  $SD=.579$ ). This finding is also supported by similar findings of Rohana, Kamaruzaman and Zanariah (2009) that presents high emotional intelligence level in all four dimensions amongst local university lecturers.

**Table 4.3 Mean scores of Emotional Intelligence for Dimension 1: Use of emotions**

<b>Section B: Items</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>As an instructional leader,</b>			
B3 I try my best to achieve the goals	86	5.57	.521
B2 I set goal for myself	86	5.41	.561
B1 I am a self-motivated person	86	5.38	.577
B5 I tell myself that I am a competent person	86	5.23	.645
B4 I encourage myself	86	5.21	.616
<b>Total Mean Score</b>	<b>86</b>	<b>5.36</b>	<b>.466</b>

\*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Table 4.3 presents the mean scores of emotional intelligence for individual items under the use of emotion dimension. Generally, among the five items, the mean scores ranged from 5.21 to 5.57. The highest mean score was obtained from item B3 ( $M=5.57$ ,  $SD=.521$ ) indicating that most of the respondents agreed that they tried their best to achieve goals. This was followed by item B2 ( $M=5.41$ ,  $SD=.561$ ) and B1 ( $M=5.38$ ,  $SD=.577$ ) as the second and third highest items respectively, indicating that respondent agreed that they set goal for themselves and were able to motivate themselves. Next, item B5 was the fourth highest ( $M=5.23$ ,  $SD=.645$ ) indicating respondents agreed that they perceived themselves as competent persons. As for the lowest mean score, it was found to be item B4 ( $M=5.21$ ,  $SD=.616$ ) indicating that they agreed that they encouraged themselves. Even though this item was rated as having the lowest mean score in the dimension, the respondents agreed that this item contributed to the high emotional intelligence of the dimension altogether.

According to Dimension 1: Use of emotion, most of the lecturers perceived that they have tried their best to achieve goals ( $M=5.57$ ,  $SD=.521$ ) (refer Table 4.3). Jaffe (2013) stated that due to the unpredictability of one's lifespan, people tend to aspire fulfilling as many goals as possible. Hence, it is possible that lecturers in this study continuously putting their best efforts in everything they do to accomplish desired outcomes as well as to avoid future unnecessary regret. Meanwhile, least lecturers perceived that they encouraged themselves ( $M=5.21$ ,  $SD=.616$ ) (refer Table 4.3). This could be attributed to one's personality, mind-set and motivation level. Burton (2012) stated that not everyone is universally positive and intrinsically motivated; as certain individuals are extrinsically motivated. Hence, people are highly dependent on external factors to retain their motivation level. In view of this, it is possible that several lecturers in this study are extrinsically motivated individuals and they prefer other people in their surroundings to encourage them

**Table 4.4 Mean scores of Emotional Intelligence for Dimension 2: Self-emotional appraisal**

<b>Section B: Items</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>As an instructional leader,</b>			
B8 I have good understanding of my own emotions	86	5.51	.628
B6 I understand what I feel	86	5.50	.646
B7 I know whether or not I am happy	86	5.50	.589
<b>Total Mean Score</b>	<b>86</b>	<b>5.50</b>	<b>.528</b>

\*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Table 4.4 shows the mean scores of emotional intelligence for individual items under the self-emotional appraisal dimension. Generally, among the three items, the mean scores ranged from 5.40 to 5.51. Item B8 (M=5.51, SD=.628) was rated as the highest mean score implying that the respondents agreed that they have good understanding of their own emotions. Meanwhile, items B6 (M=5.50, SD=.646) and B7 (M=5.50, SD=.589) were tied as the lowest mean scores implying that respondents agreed that they understand what they feel and know whether they were happy or not. This suggests that despite being rated as the lowest mean scores in the dimension, the respondents agreed that both items contributed to the high emotional intelligence of the dimension altogether.

Based on Dimension 2: Self-emotional appraisal, majority of the lecturers perceived that they have good understanding of their own emotions (M=5.51, SD=.628), understand what they feel (M=5.50, SD=.646) and know whether they are happy or not (M=5.50, SD=.589)(refer Table 4.4). As they personally experienced these emotions themselves, they are probably able to decipher their emotions well (Hume, 2012; Kensinger, 2009).

**Table 4.5 Mean scores of Emotional Intelligence for Dimension 3: Regulation of emotions**

<b>Section B: Items</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>As an instructional leader,</b>			
B12 I handle difficulties rationally	86	5.26	.672
B9 I have good control of my own emotions	86	5.23	.777
B10 I have good control of my own anger	86	5.08	.739
B11 I calm down quickly when I am very angry	86	4.94	.672
<b>Total Mean Score</b>	<b>86</b>	<b>5.13</b>	<b>.643</b>

\*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Table 4.5 displays the mean scores of emotional intelligence for individual items under the regulation of emotions dimension. Generally, among the four items, the mean scores ranged from 4.94 to 5.26. The highest mean score was obtained from item B12 (M=5.26, SD=.672) denoting that most of the respondents agreed that they handle difficulties rationally. This was followed by item B9(M=5.23, SD=.777) and B10 (M=5.08, SD=.739) as the second and third highest items respectively, denoting that respondents agreed that they have good control of their own emotions and anger respectively. The lowest mean score was found to be item B11 (M=4.94, SD=.672), denoting that respondents somewhat agreed that they calm down quickly when they were very angry. This suggests that despite being rated as the lowest mean score in the dimension, the respondents agreed that this item contributed to the high emotional intelligence of the dimension altogether.

According to Dimension 3: Regulation of emotion, most of the lecturers perceived that they handle difficulties rationally (M=5.26, SD=.672) (refer Table 4.5). As these lecturers are ranged from 25 to 60 years old, they have a quite considerable amount of life experience. Furthermore, Suctliffe & Christianson (2013) stated that while working, people are bound to face countless unexpected problems that require fast actions and level-headed thinking to deal with them. Therefore, as time passing by, it is possible that lecturers' wisdom will gradually increase. This might subsequently enable them to handle various difficulties rationally. Meanwhile, least lecturers perceived that they calm down quickly when they were very angry (M=4.94, SD=.672) (refer Table 4.5). Potter-Efron (2012) stated that as temper differs from one person to another, it is inevitable that certain person might cool down from anger quickly compared to others. Hence, it is possible that a good number of the lecturers in this study comprised of those people that needing longer time to cool down from anger.

**Table 4.6 Mean scores of Emotional Intelligence for Dimension 4: Other's emotional appraisal**

<b>Section B: Items</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>As an instructional leader,</b>			
B13 I know my friends' emotions from their behaviour	86	5.19	.695
B16 I have good understanding of the emotions of people around me	86	5.09	.644
B15 I am sensitive to the feelings and emotions of others	86	5.05	.631
B14 I am a good observer of others' emotions	86	5.01	.711
<b>Total Mean Score</b>	<b>86</b>	<b>5.08</b>	<b>.579</b>

\*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Table 4.6 presents the mean scores of emotional intelligence for individual items under the other's emotional appraisal dimension. Generally, among the four items, the mean scores ranged from 5.01 to 5.19. Item B13 (M=5.19, SD=.695) recorded the highest mean score indicating that respondents agreed that they know their friend's emotion through their behaviour. Meanwhile, items B16 (M=5.09, SD=.644) and B15 (M=5.05, SD=.631) were the second and third highest respectively, indicating that respondents agreed that they have good understanding of the emotions of people around and sensitive to the feelings and emotions of others. These were followed by item B14 (M=5.01, SD=.711) as the lowest mean score indicating that respondents agreed that they are good observer of other's emotions. This suggests that despite being rated as the lowest mean score in the dimension, the respondents still agreed that this item contributed to the high emotional intelligence of the dimension altogether.

Based on Dimension 4: Other's emotional appraisal, majority of the lecturers perceived that they know their friend's emotion through their behaviour (M=5.19, SD=.695) (refer Table 4.6). For most individuals, other than family members, friends usually are the person that they spend most of their time with. Moreover, Adolphs (2009) stated that sometimes, subtle actions that mirrored one's true emotions could remain unnoticed by other people, yet, their friends are able to spot them. Likewise, it is possible that most lecturers in this study are very familiar with their friend's behaviours and moods. Nevertheless, it is vice versa for strangers and persons that they are not close with. It is difficult to recognize their true emotions as these people might show facial expression and behaviours that are contrary of their emotions (Adolphs, 2009). In view of this, most lecturers in this study perceived that they are not good observer of other's emotions (M=5.01, SD=.711) (refer Table 4.6).

### **Qualitative findings of Job Performance**

The qualitative data gathered from open-ended questions further validate the quantitative data findings as most of the respondents agreed that they have high job performance.

Most respondents who rated '5' and '6' for their overall emotional intelligence claimed that they already acquired necessary emotional intelligence to be applied in the workplace. For example, respondent number 80 stated,

*"I seldom encounter problems when dealing with people because I believe I have acquired reasonable understanding and knowledge of my own feelings and other people's emotions".*

Respondent number 40 also agreed with the idea,

*"I remain calm even when I face problems or obstacles as I believe I can manage them".*

Meanwhile respondent number 72 responded,

*"In daily basis, I use my emotional intelligence prior to rationality."*

As for respondent number 7, she remarked that,



*“I am comfortable with discussing about emotions, mine and others, and believe that one way to succeed is to have high level of emotional intelligence”.*

Other than that, some also mentioned that they were aware that emotions are unpredictable and very contingent to their physical and hormonal factors. This can be observed when respondent number 14 stated that,

*“I think the stability of my emotion highly depends on the hormone and situation. But, overall, I’m doing well so far in managing my emotions”.*

Respondent number 82 also responded,

*“I’m aware of my on-going emotion and able to control my temper from unnecessary outburst”.*

Furthermore, several respondents also revealed that they were able to separate emotions from interfering their work.

Respondent number 56 stated,

*“Regardless of how I feel, when it comes to classes/ meeting, I would attend them without bringing my problems into the classroom”.*

Respondent number 34 further supported the idea,

*“I can handle, understand and manage my emotions well. Besides, I’m capable in ensuring that emotions don’t affect my work”.*

Meanwhile, respondent number 21 remarked that,

*“Most of the time, I’m able to handle difficult situation. Yet, sometimes, things/circumstances did not favour me with regards to my job. When that happens, I would try to calm myself first before proceed to do anything”.*

Finally, some respondents who rated ‘4’ for their overall emotional intelligence claimed that they were not well-versed in managing their own as well as others emotions despite of being aware of its importance. This is when respondent number 3 revealed that,

*“I know that emotions need to be managed properly but I don’t really know how to monitor/control my own emotions. As I’m known to be quite reckless and impulsive, I’m currently in the midst of training myself to be sensible and cautious before saying and doing something”.*

In addition, respondent number 70 added that,

*“I know how I feel and how to take care of my own emotional state but I’m less aware of other’s emotional state and might not know how to handle them. In that sense, I need to be more observant and emphatic”.*

Meanwhile, respondent number 22 stated that,

*“I don’t really know how to monitor/control my own emotions. Perhaps through life experience, I may acquire it”.*

The above findings indicated that despite most of the respondents agreed that they have high emotional intelligence level, there were respondents who seemed to have mixed insights towards their personal approaches in dealing with emotions.

## Emotional Intelligence and Demographic Profile

**RQ 2:** Are there significant differences in mean scores (frequency) of emotional intelligence (EI) pertaining to demographic variables namely: i. gender, ii. age, iii. academic qualifications, and iv. department?

### Emotional intelligence and gender

**Table 4.7 Independent sample t-test result on emotional intelligence (EI) and gender**

	Gender	N	Mean	SD	t	df	Sig.
Emotional Intelligence	Male	30	5.23	.504	-.468	84	.641
	Female	56	5.28	.435			

Table 4.7 shows that mean score of emotional intelligence (EI) obtained by female lecturers ( $M=5.28$ ,  $SD=.435$ ) was higher than male lecturers ( $M=5.23$ ,  $SD=.504$ ). To determine whether the mean scores are significantly different, an independent sample t-test was conducted. The results revealed that there was no significant difference in the mean scores of emotional intelligence between female and male lecturers [ $t(84)=-.468$ ,  $p=.641$ ]. This means that despite female lecturers have higher mean score in emotional intelligence compared to male lecturers, these scores were not significantly different. Thus, the null hypothesis was failed to be rejected.

### Emotional intelligence and age

**Table 4.8 Mean scores of emotional intelligence according to age**

Age	N	Mean	SD	Std. Error
25-29	41	5.28	.454	.071
30-34	17	4.99	.441	.107
35-39	11	5.33	.341	.103
40-44	6	5.54	.294	.120
45-49	8	5.64	.406	.144
50-54	3	4.86	.340	.196
Total	86	5.26	.458	.049

Table 4.8 shows that mean score of emotional intelligence (EI) obtained by lecturers of 45 to 49 years old ( $M=5.64$ ,  $SD=.406$ ) was the highest amongst the mean scores of emotional intelligence (EI) obtained by lecturers of various age groups, whereas, the mean score of emotional intelligence (EI) obtained by lecturers of 50 to 54 years old ( $M=5.64$ ,  $SD=.406$ ) was the lowest.

**Table 4.9 ANOVA results for emotional intelligence (EI) and age**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.445	5	.689	3.841	.004
Within Groups	14.351	80	.179		
Total	17.796	85			

To determine whether the mean scores are significantly different, a One-way ANOVA test was conducted. Table 4.9 revealed that there was a significant difference in the mean scores of emotional intelligence amongst various age groups [ $F(5,80)=3.841$ ,  $p=.641$ ]. This means that these scores were significantly different in general. Hence, the null hypothesis was rejected.

## Emotional intelligence and academic qualifications

**Table 4.11 Independent sample t-test results for emotional intelligence (EI) and academic qualifications**

	Academic Qualifications	N	Mean	SD	t	df	Sig.
Emotional Intelligence	PhD.	19	5.54	.505	3.117	84	.003
	Master	67	5.19	.415			

Table 4.11 shows that mean score of emotional intelligence (EI) obtained by lecturers with Ph.D (M=5.54, SD=.505) was higher than lecturers with Master degree (M=5.19, SD=.415). To determine whether the mean scores are significantly different, an independent sample t-test was conducted. The results revealed that there was a significant difference in the mean scores of emotional intelligence between lecturers with Ph.D and lecturers with Master degree [ $t(84)=3.117$ ,  $p=.003$ ]. This means these scores were significantly different. Hence, the null hypothesis was rejected. Academic qualifications probably affect emotional intelligence towards a certain extent due to the fact that the higher the academic qualification level, the higher the difficulty level required for the students to accomplish study-related tasks. In the case of Ph.D, it is the highest academic qualification in tertiary education. Ph.D holders were required to undergo rigorous research process for their thesis and later, they were tested in viva voce prior to being awarded with Ph.D. The difficulties faced by Ph.D holders while pursuing their study subsequently make them more emotionally intelligent compared to other people.

## Emotional intelligence and departments

**Table 4.12 Independent sample t-test results for emotional intelligence (EI) and departments**

	Departments	N	Mean	SD	t	df	Sig.
Emotional Intelligence	Science	34	5.07	.486	-3.294	84	.001
	Non-science	52	5.39	.395			

Table 4.12 shows that mean score of emotional intelligence (EI) obtained by non-science lecturers (M=5.39, SD=.395) was higher than science lecturers (M=5.07, SD=.486). To determine whether the mean scores are significantly different, an independent sample t-test was conducted. The results revealed that there was a significant difference in the mean scores of emotional intelligence between science and non-science lecturers [ $t(84)=-3.294$ ,  $p=.001$ ]. This means that these scores were significantly different. Hence, the null hypothesis was rejected. It is possible that non-science lecturers are more emotionally intelligent compared to the science lecturers due to the contrasting nature of their fields. Non-science fields deals with people in frequent basis whereas science fields deals more with equipment, experiments and research data. Continuous interaction with people eventually makes the non-science lectures more aware of other people's feelings and capable to regulate their own emotions in front of other people.

## CONCLUSION

The findings of the study revealed that lecturers in the centre of foundation studies had high overall emotional intelligence level as well as high emotional intelligence level in all four dimensions that consist of use of emotions, regulation of emotions, self-emotional appraisal and others emotional appraisal. In addition, it was found that there were significant differences between emotional intelligence and demographic variables such as age, academic qualifications and departments among the sample.

Next, there are several implications that could arise from the findings of the study. Firstly, the findings of the study contributed to the existing corpus of knowledge in the area of emotional intelligence in local context. Secondly, the findings also provide some empirical data that could support the Ministry of Higher Education and administrators of higher education institutions to delve into strategic planning regarding initiatives in enhancing high emotional intelligence among lecturers.

## REFERENCES

- Abdul Shukor Shamsudin, Abd. Rahim Romle, Azizi Haji Halipah. The level of emotional intelligence among administrators: A Case of Malaysian public universities. *Journal of Business and Economics*, 6 (5), 891-898.
- Arnold, R. (2005). *Emphatic Intelligence: Teaching, learning and relating*. Sydney: UNSW Press.
- Bangs, J., & Frost, D. (2012). Teacher self-efficacy, voice and leadership: Towards a policy framework for Education International. *Education International Research Institute*, Cambridge, England.
- Bhopatkar, N. (2013). Effect of emotional intelligence and job tenure on employee effectiveness. *MERC Global's International Journal of Management*, 1(2), 86-102.
- Brackett, M.A., Rivers, S., & Salovey, P. (2005). *Emotional intelligence and its relation to social, emotional, and academic outcomes among adolescents* (Unpublished thesis). Yale University, Yale, United States of America.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88-103.
- Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, 3(2), 110-126.
- Farahbakhsh, S. (2012). The role of emotional intelligence in increasing quality of work life in school principals. *Procedia-Social and Behavioral Sciences*, 46, 31-35.
- Fatimah Yusoff, Asmawati Desa, Norhayati Ibrahim, Nor Ba'yah Abd Kadir, & Roseliza Murni Ab Rahman (2014). A study of the relationship between EQ and personality among lecturers at a research university. *Procedia-Social and Behavioral Sciences*, 114, 351-354.
- Fedor, D., Buckley, M. R. & Eder, R.W. (1990). Measuring subordinate perceptions of supervisor feedback intentions: Some unsettling results. *Educational and Psychological Measurement*, 50, 46-56.
- Fry, H., Ketteridge, S., & Marshall, S. (2008). *A handbook for teaching and learning in higher education: Enhancing academic practice*. London: Routledge.
- Ganji, M. (2011). *Emotional Intelligence*. Tehran: Savalan.

- Ghabanchi, Z. (2012). The relationship between emotional intelligence and literary appreciation. *Journal of International Education Research*, 8(3), 11-16.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Gross, J. J. (1998). Antecedent-and response-focused emotion regulation: divergent consequences for experience, expression, and physiology. *Journal Personality, Social and Psychology*, 74, 224–237.
- Hall, P. & West, J. (2011). Potential predictors of student teaching performance: Considering emotional intelligence. *Issues in Educational Research*, 21 (2), 145-161.
- Hasanzadeh, R. (2009). Emotional Intelligence. Tehran: Ravan.
- Hayashi, A., & Ewert, A. (2006). Outdoor leaders' emotional intelligence and transformational leadership. *Journal of Experiential Education*, 28(3), 222-242.
- Hemmings, B., & Kay, R. (2009). Lecturer Self Efficacy: Its related dimensions and the influence of gender and qualifications. *Issues in Educational Research*, 19(3), 243-254.
- Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: an integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95(1), 54-61.
- Kerr, R., Garvin, J., Heaton, N., & Boyle, E. (2006). Emotional intelligence and leadership effectiveness. *Leadership & Organization Development Journal*, 27, 265–279.
- Khokhar, C. P., & Kush, T. (2009). Emotional intelligence and work performance among executives. *Europe's Journal of Psychology*, 5(1).
- Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, 77(1), 229-243.
- Kumar, J. A., & Muniandy, B. (2012). The influence of demographic profiles on Emotional Intelligence: A study on Polytechnic lecturers in Malaysia. *International Online Journal of Educational Sciences*, 4(1), 62-70.
- Lerner, J. S., Li, Y., Valdesolo, P., & Kassam, K. S. (2015). Emotion and decision making. *Psychology*, 66-72.
- Ljungholm, D. P. (2014). Emotional intelligence in organizational behaviour. *Economics, Management, and Financial Markets*, 9(3), 128-133.
- Lopes, P. N., Côté, S., Grewal, D., Kadis, J., Gall, M., & Salovey, P. (2006). Emotional intelligence and positive work outcomes. *Psicothema*, 1, 22-27.
- Matthews, S. (2012). The relationship between emotional intelligence and self-efficacy amongst teachers in the Western Cape. (Unpublished master's thesis). University of the Western Cape, Cape Town, South Africa.
- Matthews, G., Roberts, R. D., & Zeidner, M. (2004). Seven myths about emotional intelligence. *Psychological Inquiry*, 15(3), 179-196.

- Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds). *Emotional development and emotional intelligence: Implications for educators* (pp. 3-31). New York: Basic Books
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15, 197–215.
- Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507–536.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63, 503–517.
- Mohammad Sophian (2016). Emotional intelligence contributes to higher output. *The Borneo Post*. Retrieved from <http://www.theborneopost.com/2016/10/15/emotionalintelligencecontributesohigheroutputlecturer/>
- Mohamad Zaid Mustafa, Farah Najwa Ismail, & Yahya Buntat (2014). Emotional Intelligence and Organizational Commitment among Polytechnic Lecturers: A Case Study On Malaysia Northern Zone Polytechnic. *Journal of Education and Practice*, 5(20), 13-22.
- Muhammad Waqas & Khadeejah Lateef (2015). Role of emotional intelligence on employees performance in customer services: A case study of Telecom sector in Pakistan. *International Journal of Advanced Research in Computer Science and Management Studies*, 3(2), 101-108.
- Nelson, D. B., Low, G. R., & Nelson, K. (2006). *The emotionally intelligent teacher: A transformative*. Retrieved from [http://www.tamuk.edu/edu/kwei000/Research/Articles/Article\\_files/Emotionally\\_Intelligent\\_Teacher.pdf](http://www.tamuk.edu/edu/kwei000/Research/Articles/Article_files/Emotionally_Intelligent_Teacher.pdf)
- Njoroge, C. N., & Yazdanifard, R. (2014). The impact of social and emotional intelligence on employee motivation in a multi-generational workplace, *Global Journal of Management and Business Research*, 4(3), 1- 7.
- Noriah Mohd Ishak, Piet Iskandar, & Ridzauddin Ramli (2010). Emotional intelligence of Malaysian teachers: A comparative study on teachers in daily and residential schools. *Procedia Social and Behavioral Sciences*, 9, 604-612.
- Noriah Mohd Ishak & Nor Shakinah Mohammad (2003). Pola pertautan guru-pelajar dan komitmen terhadap profesion perguruan di kalangan guru-guru: Satu kajian kualitatif. *VirTec Journal*, 3, 27-44.
- Oweseni, O., & Olakitan, O. (2014). Emotional intelligence and perceived leadership behavior effectiveness in organizations. *International Journal of Humanities And Social Sciences*. 4(2)

- Parolini, J. L. (2005). Investigating the relationships among emotional intelligence, servant leadership behaviors and servant leadership culture. *Proceedings of the 2005 Servant Leadership Research Roundtable*.
- Pillay, M., Viviers, R., & Mayer, C. H. (2013). The relationship between emotional intelligence and leadership styles in the South African petrochemical industry. *SA Journal of Industrial Psychology*, 39(1), 1-12.
- Rohana, N., Kamaruzaman, J., & Zanariah. A.R. (2009). Emotional Intelligence of Malaysian academia towards work performance. *International Education Studies*, 2 (2), 103-112.
- Shahhosseini Mohammad, Abu Daud Silong, Ismi Arif Ismail, & Jegak Nak Uli (2012). The role of emotional intelligence on job performance. *International Journal of Business and Social Science*, 3(21), 241-246.
- Singh, P., Puzziawati Abdul Ghani , & Teoh, S. (2009). *Quantitative data analysis for novice researchers*. Kuala Lumpur: Primera Publishing.
- Sitaram, A., & Khurana, P. (2014). Emotional quotient: significant predictor of teaching effectiveness. *International Journal in Management and Social Science*, 2(2), 151-156.
- Siti Asiah Md Shahid, Syahrina Hayati Md Jani, Thomas, M. & Francis, P. (2015). The relationship between emotional intelligence and teaching effectiveness of lecturers in public and private universities in Malaysia. *International Journal of Social Science and Humanity*, 5 (4): 408.
- Stoeber, J., & Rennert, D. (2008). Perfectionism in school teachers: Relations with stress appraisals, coping styles, and burnout. *Anxiety, Stress, and Coping*, 21(1), 37-53.
- Tahir Mehmood, Saba Qasim, & Rabbia Azam (2013). Impact of emotional intelligence on the performance of university teachers. *International Journal of Humanities and Social Science*, 3 (18), 300-307.
- Tajudin, A. B. (2016). The influence of emotional intelligence on teaching effectiveness. *Journal of Advances in Social Science and Humanities*, 2(10), 34-39.
- UKM Leads Research on Emotional Intelligence (2009). *UKM News Portal*. Retrieved from <http://www.ukm.my/news/index.php/en/typography/215-ukm-leads-research-on-emotionalintelligence.html>
- Van Rooy, D.L., & Viswesvaran, C. (2007). Assessing emotional intelligence in adults: A review of the most popular measures. In R. Bar-On, J.G. Maree and M.J. Elias (eds.), *Educating people to Be Emotionally Intelligent* (pp 259-272). Westport, Connecticut: Praeger.
- Wiegand, D. M. (2007). Exploring the role of emotional intelligence in behavior-based safety coaching. *Journal of Safety Research*, 38(4), 391-398.

- Williams, L.J., & Anderson, S.E. (1991). Job Satisfaction and Organizational Commitment as predictors of Organizational Citizenship and in-role behaviours. *Journal of Management*, 17(3), 601-617.
- Williams, M., & Burden, R.L. (2000). *Psychology for Language Teachers: A social constructivist approach*. Cambridge University Press.
- Williams, (2010). Teachers need emotional as well as academic intelligence, says Gove. *The Guardian*. Retrieved from <https://www.theguardian.com/education/2010/nov/19/teachers-emotional-intelligence-michael-gove>.
- Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly*, 13, 243-274.
- Zeidner, M. (2013). What we know about emotional intelligence. *Development and Learning in Organizations: An International Journal*, 27(3).