

The Relationship Between Emotional Intelligence On Students' Productivity In Selected Malaysia Higher Education Institutions In The Post-Covid-19 Pandemic

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Abstract

Emotional intelligence in higher education institutions is crucial for administrations and students, especially post-Covid 19 pandemic. University students' emotions and feelings were down due to the sudden closure of campuses across the Globe. Emotional intelligence is an essential determinant of success and productivity in life. This study investigates the impact of emotional intelligence on students' productivity during remote teaching and learning. This study is conducted using a quantitative research approach. Data were collected from 180 respondents out of 200 questionnaires administered to university students in Malaysia during the post-Covid 19 pandemic. The results indicated that the student's emotional intelligence dimensions are significantly high. Summation Mean values range from (4.10) with standard deviation = 3.11 for self-regulation to (4.52) for social skills with SD (.621). The results further indicated a significant difference in students' emotional intelligence based on their nationalities and gender cohort. The study further showed the considerable impact of emotional intelligence on the students' productivity during remote teaching and learning in Malaysian higher education institutions. The results of the multiple regression analysis show that there is a relationship between the variables with ($r= 0.003p=0.49$). Therefore, the study recommends that the universities management and the educational administrations upgrade their technical and soft skills to enhance students' emotional intelligence.

Keywords: Emotional Intelligent, Higher Education Institution, Productivity

1. Introduction

Emotional intelligence is one of the administrative concepts that have human capabilities, as emotional intelligence affects the ability of an essential role in achieving efficiency and effectiveness of different organisations, and that the person exchange knowledge and increase creativity in a workplace. Emotional intelligence is most closely associated with an individual's ability to succeed (Mahon et al., 2014). In addition, emotional intelligence motivates individual work and the ability to learn new skills. The more complicated the task assigned, the more individual performs, and the more team members will complete their work collectively; the importance of emotional intelligence for success in it.

The COVID-19 pandemic is overwhelming the functioning and outcomes of education systems, some of which were already affected the students' productivity in many respects. That is true worldwide and affects all students' productivity, though differing degrees depending on multiple factors, including the country/region where they live, their ages, family backgrounds, and degree of access to some "substitute" educational opportunities during the pandemic. The government has also implemented a moratorium on all Malaysians for six months, from April 2020 to September 2020. The moratorium period is when you do not have to pay an EMI on the loan taken. This period is also known as the EMI holiday. Usually, such breaks are offered to help individuals facing temporary financial difficulties plan their finances better. The extension relieved many, primarily the self-employed, as they would have found it difficult to service their loans like car loans, home loans etc., due to loss of income during the lockdown period from March 25, 2020. The proposed moratorium has had a positive impact on Malaysians. That is because the existing ringgit surplus has led to the emergence of new NGOs and new volunteers to help the local community (Ministry of Finance Malaysia, 2020). Children lacked daily access to school, and the essential support schools provide for many students and missed group activities, team sports, and recreational options such as pools and playgrounds.

Almost overnight, the pandemic forced the cancellation of the traditional learning that takes place in school settings. It imposed substantial alterations in the efforts to produce education, typically all the individual, family, teacher, school, etc., characteristics or determinants that affect "outcomes or productivity of the students" like test scores and graduation rates. The pandemic has affected inputs at home, too, as families and communities juggling health and work crises cannot provide support for learning at home. Because there are no direct comparisons to past events or trends, we need fully valid references for assessing the likely impacts of the COVID-19 crisis on students in Malaysian higher education. However, specific aspects of this crisis have arisen in other contexts and have been studied by education researchers. We can derive from them some guidance on topics such as the loss of learning time and the use of alternative learning modes.

Problem Statement

Productivity indicates the efficiency of students' achievement in terms of their learning and adjustment to the situation (Shea et al., 2020). In actual terms, productivity is an aspect that directly affects students' performance in higher education institutions. The COVID-19 endemic has negatively impacted students in higher education productivity and creativity, and they need to continue to be a new era paradigm. Also amid that, the effects of Post-Covid COVID-19 pandemic have transformed the learning culture to a new normal, requiring a drastic shift in the way people communicate and function in the university office that could potentially affect Productivity (Gherghina et al., 2021). Thus, even though the country is experiencing a COVID-19 outbreak, students need to continue their academic progress and achieve productivity as an output for their performance.

Furthermore, public sectors such as universities and colleges also practice working from home due to the COVID-19 outbreak. The pandemic has left a big scar on education in all the world's countries. Distance learning and the virtual experience, while efficient for avoiding COVID-19 infection and continuing with academic activities, left disproportionate differences that have set the standards for a new form of learning, a challenge that teachers, parents, and students face today. Various manifestos, specialists, and entities involved in education have talked extensively about these new challenges; in addition, one of the episodes of the series "Strengthening Socioemotional Skills" from the Educational Quality program explains this topic and gives recommendations to accompany the challenges of learning in the post-pandemic.

It also affects academicians' productivity when working from home, such as communication barriers and connectivity. For example, lecturers need to be more well-trained for online teaching. Moreover, both the students nor teachers are not stimulated to learn online, and the technical or analytical subjects and laboratory work cannot be taught online easily. It affects productivity, such as essential tasks that involve interaction between lecturers and students during learning and teaching activities. It also challenges the student's ability and emotions to complete tasks even if they must learn or study from home. Then, students studying at home are also limited by communication between lecturers and students, as it all depends on the internet connection and electronic devices used (Hamed et al., 2021). Hence, to achieve productivity in the post-COVID-19 pandemic, the students must invest in practical, emotional intelligence and upskill themselves to adopt new technologies better. In that case, the current study focused on the student's emotional intelligence and productivity during remote teaching and learning in Malaysia Universities. The present study answered the following specific objectives:

The objectives of this study are to:

1. Identify the level of emotional intelligence among higher education students in selected Malaysian universities.
2. Explore the statistical differences in students' emotional intelligence levels based on their demographic variable cohorts such as (Gender and Nationality).
3. Investigate the correlation of emotional intelligence dimensions with students' level of productivity (teamwork, collaborative learning, task performance, and self-direction).

Hypothesis

H01= There are no statistical differences in the levels of emotional intelligence of students based on their demographic variable cohorts such as (Gender and Nationality)

H1= The dimensions of emotional intelligence positively impact the students' productivity (teamwork, collaborative learning, task performance, and self-direction)

2. Literature Review

Emotional Intelligence Components

Emotional intelligence comprises five components: self-awareness, self-regulation, motivation, empathy, and social skill (Goleman, 2017). The first three components are categorised as self-management skills, while the last two are related to managing relationships with others. The following is an explanation for each component: Self-awareness: is the ability to understand one self's emotions, strengths, weaknesses, needs, and motivations. Individuals with solid self-awareness are more honest with themselves and balance being optimistic and critical. These people are incredibly aware of how their emotional states affect themselves, their peers, and their performance. They can predict how a future situation may affect them, and they prepare their actions accordingly.

Moreover, they are very sure of their goals and their directions. Those with solid self-awareness are conscious of their capabilities and skills, don't accept failure, and know when to seek help. They are calculated risk-takers who concentrate and use their strengths (Goleman, 2017).

Self-regulation: is the ability to control one's desires and think before taking action. It's a beneficial tool to

control emotional impulses and helpfully direct them. Those with solid self-regulation are rational and more comfortable when dealing with change. They see new information as a learning opportunity and look at the whole picture as they move forward (Goleman, 2017). Motivation is the tendency to work towards achieving goals with energy and determination. It also means having a passion for working for reasons beyond money or status. Those with high motivation are driven by the inner power to achieve their goal without looking for any rewards and take pride in meeting all expectations. Individuals with a strong sense of motivation tend to look for creative challenges and always love learning new things. They seek out new methods at work, which is an essential characteristic for a person to have. A highly motivated individual shows positivity even when things get complicated. This feature allows someone to create opportunities in any circumstance, especially the bad ones, enabling an individual to be future-oriented (Goleman, 2017). Empathy: is the ability to understand the emotions that others have and consider those emotions when interacting with them. For teachers, having compassion means, they are thoughtful of students' feelings when teaching. Empathy is essential for the following reasons: the growth of collaboration, the speedy pace of globalisation, and the need to maintain talent. All three reasons work together. A person who understands everyone's feelings can work toward finding a solution that makes everyone happy and comfortable (Goleman, 2017).

However, the popularity of emotional intelligence goes to 'Daniel Goleman,' who published his famous book in 1995 called *Emotional Intelligence: Why It Can Matter More Than IQ*, in which he proposed a new performance-based model that includes the elements of emotional intelligence; self-awareness, self-regulation, motivation, empathy, and social skills. Also, he defines emotional intelligence as the "abilities to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's moods and keep distressed from swamping the ability to think; to empathise and to hope" (Goleman, 1995, p.34). This study illustrates the assumed relationships between the study variables, as this model was built based on a group of previous studies in this field. The model of Mayer and Salovey (2004) was adopted in emotional intelligence, which consists of three dimensions. The dimensions are perceiving and understanding emotions and managing emotions as the fundamental postulate in this model is that individuals differ in the skills of perceiving emotional information, and therefore understanding and using it and that the individual's level of emotional intelligence contributes to his intellectual and productivity, and accordingly, this was taken.

The rapid growth of globalisation has made cooperating and working together more important than ever. Individuals worldwide, with different backgrounds, cultures, and beliefs, constantly communicate, trying to achieve a common goal. Retaining talent is becoming more critical as a new generation is introduced to a highly challenged workforce. The need for acquiring a mentor/coach is helpful and quite effective. Therefore, it's essential for individuals to feel like they are understood (Goleman, 2017). Social Skills: this is the last component of emotional intelligence. It is defined as proficiency in managing relationships, finding common ground with others, friendliness with a purpose, and building networks. Socially skilled people usually have many acquaintances, as they follow their instinct to find common ground amongst different people. Those people can succeed at maintaining relationships by identifying and controlling their feelings and empathising with others. A teacher must be socially skilled, know students' strengths, and maintain good relationships with them (Goleman, 2017). However, the structure of emotional intelligence was only sometimes comprised of five components. This concept developed over quite a long time, involving the effort of many psychologists and educators.

Students' Productivity

One of the essential educational concepts widely used in recent years is the concept of "productive efficiency in education." (Dessi, 2017). This may be due to the growing economic view of education and the interest in

adequately managing the self-productive mind spent on education and rationalising its use (Dessi, 2017).

Before studying productivity, it is necessary to analyse the concept of productive efficiency in education, and productivity is two different terms that do not have the same meaning, although they are closely related. Boterf defined educational competence as: "The product of the interaction of the learner's attitudes, personality traits, knowledge and skills that he recruits to confront a complex situation, with his appropriate understanding and realisation of that situation for what others expect of him" (Dessi, 2017). It is noted that this definition combines the two processes of education and training and deals with competency in terms of the function it performs. Williams (1986) defined it as "a relationship between inputs and outputs". (p. 23). Nevertheless, it may be taken on a definition that it released the relationship between inputs and outputs and did not specify whether it is negative or positive. Dessi (2017) defined it as: "The extent to which the educational system can achieve the desired goals" (p. 42). Productivity is defined as the ratio of inputs to outputs. Khalaf (2006) explained it as: "the outcome of efficiency, and therefore it is a function of productivity." (p. 42). Falih described it because it "expresses the outcome of what happens within the educational system, that is, it is the outcome of efficiency." Some separate educational productivity into two parts: total and partial. In any case, the two terms are related to the fundamental economic issue in education: achieving the most outstanding educational return with the least money and effort (Al-Shaarani, 2016). El-Dahshan (2003) distinguished between efficiency and productivity, stating that efficiency is usually related to the degree of optimal use of available educational capabilities (inputs) to obtain specific educational outcomes. Productivity means "the amount of a unit of output relative to a unit of input, or the possibility of improving input-output relations, using new methods, equipment, and methods."

Relationships Emotional Intelligence and Students' Productivity

Many kinds of literature suggest the correlations between emotional intelligence and productivity. The researchers such as (Latif, Majoka, & Khan, 2017; Lee & Chelladurai, 2018) described highly emotionally intelligent people as persistent, positive, well-adjusted, and sincere. The new approach is that "emotional intelligence implies something having to do with the intersection of emotion and cognition" (Mayer et al., 2004, p.84). This model includes four types of abilities: emotional perception, which means the ability to perceive Emotional Intelligence of one's own and other's emotions. Second is the dynamic integration or adaptation that uses emotions to facilitate thinking. This capability allows people to focus more, express their emotional intelligence better, use reasoning and problem-solving, and make effective decisions. The third ability refers to understanding and interpreting dynamic information and communicating feelings effectively. Lastly, the management of emotions means the ability to control one's feelings and be open to development and growth.

In universities, highly emotionally intelligent teachers help nurture high emotional intelligence in students and equip them with the necessary tools to succeed in their future careers and endeavours (Al-Sudani, 2015). Students with high emotional intelligence are likelier to have positive attitudes toward study and work. The more they will control their feelings and decrease the anxiety and stress they might face in universities (Wilbraham et al., 2018). Studies showed that highly emotionally intelligent students have better educational achievement and become more engaged with others (Wilbraham et al., 2018). In the per-work field, using emotional intelligence in empowering employees is considered a critical success factor that would develop a sense of teamwork and improve performance. Employees with high emotional intelligence deal better with issues and work more effectively (Wolff et al., 2006).

Employers seek this from fresh graduates, as emotional intelligence and interpersonal communication skills add value to the work environment (Landau and Meirovich, 2011). Therefore, improving the student's emotional intelligence is vital as they are future employees to think, work, lead differently, and be more

positive (Joyner and Mann, 2011). Likewise, studies have shown that emotional intelligence plays a significant role in managing stress effectively (Zysberg et al., 2016), and teachers with high levels of emotional intelligence are better able to bear the stressors of classroom teaching in professional life (Schutte & Loi, 2014; Zeidner et al., 2015). Therefore, this research explored the relationships between the student's productivity and emotionally intelligent in selected universities in Malaysia.

3. Research Methodology

This study used a quantitative research methodology to determine the impact of emotional intelligence on students' productivity in selected Malaysian higher education institutions. Thus, intending to measure and analyse the role of emotional intelligence in improving the productivity of students during remote teaching and learning, the current study followed the correlational approach to describe the relationship between the variables of emotionally intelligent and the students' productivity during remote teaching and learning. The correlative approach is the appropriate approach by which it is possible to know whether there is a relationship between two or more variables, and if it exists, whether it is direct or inverse, negative or positive using advanced statistical methods for the SPSS program. This study relied on an appropriate sample size from the selected universities. It distributed (200) questionnaires, from which (180) questionnaires were recovered at a rate of (90%), (12) questionnaires were lost, and (8) questionnaires were rejected due to their invalidity. Table 1 shows the number of distributed and retrieved questionnaires. The study population consists of students in higher education institutions in Malaysia.

Table 1: The number of distributed and retrieved questionnaires.

Universities	Administered Questionnaire	Returned Questionnaire	Invalid Questionnaire
1 University Malaya	50	45	5
2 International Islamic University	50	46	4
3 Universiti Sains Islam Malaysia	50	44	6
4 University Putra Malaysia	50	45	5
Valid Questionnaire		180	20

After gathering the questionnaire from the respondents, the study used statistical analysis methods to analyse and report the study findings. The study administered the questionnaire via the electronic link to collect data and by completing the sample's target number, converting it to an EXCEL file, and then transferring it after encoding it to the SPSS statistical program. Then the hypotheses were tested using statistical methods. For the study, the collected data is checked for measure reliability, consistency, and quality, using the statistical tools of Cronbach's Alpha, Exploratory Factor Analysis, Kaiser-Meyer-Olkin (KMO), and Chi-Squared. The results of the test show that all the Cronbach's Alpha scores of all the questionnaire parts are acceptable, ranging between .732 and .859.

In contrast, the KMO results range between .621 and .869, all with Sig.=.000. The low Cronbach's alpha (.664) and the low KMO scores (.578) are acceptable as they refer to measures composed of only two scale items measuring the respective skills (Pallant, 2007). Descriptive statistics and multiple regression analysis were adopted to analyse the correlations between the study variables, which depend on the existence of a linear relationship between the variables and whether the level of their measurement is periodic or relative. The statistical package for the social sciences (SPSS) was used to answer the study questions and test its hypotheses. The study used Cronbach's alpha coefficient to ensure the stability of the study tool and frequencies, percentages to describe the characteristics of the study sample, and arithmetic averages and

standard deviations to identify each variable's occurrence rate and the rate of its dispersal. As for testing the study's hypotheses, the following tests were used: (T-Test and Multiple Regression).

Findings

To analyse the first research question, the researcher used a statistical approach by calculating means ($\sum \bar{x}$), Standard deviation, factor loadings, and p-value of the level of emotional intelligence among higher education students regarding self-awareness, self-regulation, motivation, empathy, and social skills. The findings of the study are shown in the table below:

Table 2: Level of Students' Emotional Intelligence

Dimensions	Mean ($\sum \bar{x}$)	Std.Dev	Factors Loading	P- value
Self-awareness	4.33	.456	.882	.001
Self-regulation	4.10	.311	.715	.000
Motivation	4.21	.621	.772	.014
Empathy	4.19	.511	.652	.002
Social Skills	4.52	.410	.664	.001

The findings in the above table showed that all dimensions of the student's emotional intelligence are significantly high. Summation Mean values range from (4.10) with standard deviation = 3.11 for self-regulation to (4.52) for social skills with SD (.621). That indicates that students were aware of their feelings during remote teaching and learning during the period of covid-19. The loadings of each dimension for emotional intelligence are considerably high and above the threshold of .05, as Pallant (2013) recommended. The minimum value of the reliability index was .882, and the maximum being .886, which exceeded the critical cut-score of .50 for a reliable measure of alpha (Hair, Black, Babin & Anderson, 2016; Pallant, 2007).

To answer the research question on statistically significant differences in the students' emotional intelligence levels in terms of their nationality, the study applied an independent sample t-test. The test was conducted to check the differences in emotional intelligence regarding race (Malaysian and International) and Gender (Males and Females). See the table below:

Table 3: t-Test for Equality of Means

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df		Sig.	T	Df	F
Nationality					Gender				
Self-awareness	Equal variances assumed	.001	.899	2.338	Self-awareness	.011	.920	.39384	1.697

	Equal variance s not assumed			2.239		.027	.920	.41123	1.735
Self-Regulation	Equal variance s assumed	.000	.757	2.096	Self-Regulation	.038	.013	.46436	1.889
	Equal variance s not assumed	.001		2.003		.048	.033	.48589	1.935
Motivation	Equal variance s assumed	.000	.810	.727	Motivation	.002	.876	.41465	1.119
	Equal variance s not assumed	.001		.720		.002	.890	.41885	1.130
Empathy	Equal variance s assumed	.000	.421	.867	Empathy	.000	.998	.59435	1.688
	Equal variance s not assumed	.000		.874		.001		.58928	1.681
Social Skills	Equal variance s assumed	.002	.534	1.242	Social Skills	.002	.617	.49763	1.599
	Equal variance s not assumed			1.175			.617	.52564	1.659

Based on the data obtained from the respondents, the findings indicated a significant difference in the Emotional intelligence dimensions among students of different nationalities. The result portrayed that emotional intelligence among Malaysians and International students is alien. The effect may be associated with the students' diverse cultural and social experiences. The findings show that all P- values range from .000 to .001, ranging (t) from .421 to .899 and 97.5% confidence interval for all dimensions of emotional intelligence, respectively. In brief, there is a statistically significant difference between Malaysian and international students regarding their self-awareness, self-regulation, motivation, empathy, and social skills.

This result indicates the difference in managing feelings and state of mind based on the difference in nationality. The study by Lim (2018) showed that culture also influences emotion in various ways. Culture constrains how emotions are felt and expressed in each cultural context. It shapes how people think in certain situations and how they should tell their feelings. In many studies, some aspects of emotion be culturally different because emotion is not only biologically determined but also influenced by the environment and social or cultural situations.

The result showed that emotional intelligence among the gender is different. A literature review on emotions and EI indicates the significant differences between men and women in aspects of the dynamic world. In particular, the emotional dimension of human beings has traditionally been mainly linked with the female gender, which experiences positive and negative emotions more intensely than the male gender (Grossman & Wood, 1993). These data have fed the stereotype, still widely held, that the female gender is more emotional (Grewal & Salovey, 2005). The findings show that all P- values range from .000 to .001, ranging (t) from .013 to .998 and 97.5% confidence interval for all dimensions of emotional intelligence, respectively. In brief, there is a statistically significant difference between male and female students in terms of their *self-awareness, self-regulation, motivation, empathy, and social skills*. This result indicates the difference in managing feelings and state of mind based on gender differences.

Impact of Emotional Intelligence Dimensions on the Students' Productivity

The third research question was whether the students' emotional intelligence influences their productivity during remote teaching and learning. The study applied multiple regression to explore the relationships between the variables under study. The study indicated a significant correlation between emotional intelligence and students' connections.

Table 4: Emotional Intelligence Dimensions on the Students' Productivity: Correlations and *Descriptive Statistics* (N=200)

Variables	1	2	3	4	5	R2	Beta
1. Students' productivity	-.000-					.05	
2. Self-awareness	-.416-	-.000-				.32	
3. Self-Regulation	-.003-	-.411-	-.000-				
4. motivation	-.051-	-	-	-			
5. Empathy	-.004-	--	--	-	-		
6. Social skills	-.032-	-	-	-	-	-.000-	

0.3

The above table indicates the significant impact of emotional intelligence on the students' productivity during remote teaching and learning in Malaysian higher education institutions. The multiple regression analysis results show a relationship between the variables with ($r=0.003p=0.49$) and significance, according

to Pallant (2005). Based on the summary of multiple regression analysis, all dimensions of emotional intelligence were found to be statistically related to the students' productivity with a statistically positive effect on their productivity. Beta = 0.27 and p-value < 0.01, and the squared partial correlation is 6%, showing that emotional intelligence predicts the student's productivity. Therefore, the researcher attempted to conclude that self-awareness, self-regulation, motivation, empathy, and social skills have influenced the students' productivity, especially during remote teaching and learning. Emotional intelligence is a set of competencies which direct and control one's feelings towards and students' performance at university. This set of competencies is the ability of the individual to control and manage their moods and impulses when learning online. Knowing one's emotions and feelings as they occur, and tuning oneself to the changed situation, requires emotional competency, emotional maturity, and emotional sensitivity that are demanded.

4. Discussion and Conclusion

This study aimed to investigate the impacts of emotional intelligence on the productivity of students during remote teaching and learning in Malaysian universities. This study applied Goleman (1995) includes five clusters - each including competencies. The first cluster, the self-awareness group: deals with emotional alertness, accurate self-assessment, and high self-confidence. Second, the self-regulation group consists of trustworthiness, conscientiousness, self-control, adaptability, and innovation. Thirdly, the motivation group contains commitment, optimism, initiative taking, and achievement drives. The fourth cluster is the empathy group: which covers service orientation, political awareness, understanding and developing others and accepting diversity. The social skills group's last collection includes interpersonal communication, building connections, conflict resolution and management skills, change catalyst, leadership and influence, teamwork for collaboration and cooperation, and developing team capabilities. The results of this study have further contributed to the previous research on the impact of emotional intelligence on performance, especially among university students. Studies have shown the vital role of emotional intelligence in all aspects of life. Those who are emotionally intelligent tend to do better than others (Bar-On, 1997). They have better control of their feelings, understand themselves and others, and adapt to any situation (Bar-On and Parker, 2000). Gawali (2012) agreed with this. He indicated that highly emotionally intelligent individuals could deal with the changes that occur in life and control their emotions and behaviours more effectively. At the same time, Deniz and Yilmaz (2006) found that university students with high emotional intelligence more frequently use problem-solving strategies.

That aligns with Gunduz's (2013) study that reported emotional intelligence as the most potent variable to predict and deal with behavioural problems. In addition, Şahin et al. (2009) found a positive relationship between emotional intelligence and coping with others effectively. Moreover, it has been noticed that emotionally intelligent people have higher functions in intrapersonal and interpersonal relationships than those with lower levels of emotional intelligence (Sü Eröz, 2011). High emotional intelligence improves physical and mental health, enhancing academic achievement and work performance (Bar-On and Parker, 2000). They are highly capable of expressing themselves, communicating well with others, and successfully handling daily life's multiple demands (Bar-On et al., 2007).

The results of the study indicated that there is a relationship between the variables with ($r= 0.003p=0.49$). "This result aligns with various studies on the relationship between emotional intelligence and academic performance. A study conducted among 196 academic administrators by Mahdinezhad et al. (2017) found a significant relationship between EI and performance. The findings were also consistent with research work by Mohamad and Jais (2016); Yoke & Panatik (2015), in which both studies indicated that EI was significantly associated with student's work performance. Due to the pressure of meeting standards and expectations in education in Malaysia, a study conducted among Malaysian students found that EI positively

relates to work attitude, suggesting that students who lack self-regulation struggle to deal with others and manage themselves". Although this study is limited to the selected universities in Malaysia and the sample size was relevantly small. Thus future research should use a cross-sectional approach involving all universities in Malaysia. The study further recommends that the universities management and the educational administrations upgrade their technical and soft skills to enhance the students' emotional intelligence. Conclusively, based on the findings in this article, it is crucial for students to enormously understand the nature of their EI to improve their productivity. Probably in the future, this will turn out to be one of the most essential factors in predicting success, as people with high emotional intelligence can perceive their emotions and emotions for others.

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