EMOTIONAL INTELLIGENCE AND ORGANISATIONAL SUPPORT: KEYS TO STRESS MANAGEMENT FOR ACADEMIC STAFF

Nurshamimie Nabilah binti Samsuri[1]
Nik Sarina Nik Md Salleh[2*]
Che Mohd Syaharuddin Che Cob[3]
Noorazzila Shamsuddin [4]
Mazlina Mamat[5]
Hasrudy Tanjung [6]
Hafid Aditya Pradesa[7]

[1]Faculty of Business & Management, Universiti Teknologi MARA Cawangan Kelantan, Malaysia, (E-mail: 2023419484@student.uitm.edu.my)
[*2]Faculty of Business & Management, Universiti Teknologi MARA Cawangan Kelantan, Malaysia, (E-mail: sarina707@uitm.edu.my)
[3]Faculty of Business & Management, Universiti Teknologi MARA Cawangan Kelantan, Malaysia, (Email:nzila614@uitm.edu.my)
[4]Faculty of Business & Management, Universiti Teknologi MARA Cawangan Kelantan, Malaysia, (Email:syaha793@uitm.edu.my)
[5]Faculty of Business & Management, Universiti Teknologi MARA Cawangan Kelantan, Malaysia, (Email:mzlina@uitm.edu.my)
[6]Universitas Muhammadiyah Sumatera Utara, Indonesia, (E-mail:hasruditanjung@umsu.ac.id)
[7]Politeknik STIA LAN Bandung, Indonesia, (E-mail:hafid.pradesa@poltek.stialanbandung.ac.id) (Email:nzila614@uitm.edu.my)

_____

Abstract*: This study explores how the dimensions of emotional intelligence (self-awareness, empathy, and social skills) and perceived organisational support influence workplace stress management among academic staff at higher education institutions in Malaysia. By focusing on a sample of 367 faculty members involved in teaching and learning, the research aims to evaluate the impact of these variables on the perception and effectiveness of workplace stress management in the academic context. Grounded in Emotional Intelligence (EI) and Expectancy Theory, the study employs correlational analysis to examine the relationships between self-awareness, empathy, social skills, perceived organizational support, and workplace stress management. This analysis provides insights into their combined impact on academic performance and interpersonal relationships. Data will be collected through self-administered questionnaires using simple random sampling. The anticipated findings are expected to guide recommendations for enhancing workplace stress management programs, fostering a supportive teaching environment, and improving student engagement. By better understanding these dynamics, institutions can equip their academic staff to handle the complexities of*

educational interactions more effectively, ultimately benefiting educators, students, higher education providers, and the ministry.

_____

Introduction

Malaysia is a significant concern due to the demanding nature of the teaching profession. Studies have shown that Malaysian educators face high levels of stress, which can affect their mental and physical health (Rusdi et.al, 2021; Kaur et al., 2022). Using a quantitative methodology, Masadahtime (2024) distributed questionnaires to 2,259 educators across 15 educational institutions in the Petaling Utama district, Malaysia. The study focused on key variables such as depersonalization, workload, interpersonal relationships, and work environment. The findings revealed that all these factors significantly contributed to stress levels among educators. Educators who experienced emotional exhaustion and lack of personal accomplishment reported higher stress levels. High workloads, including administrative tasks and teaching responsibilities, significantly increased stress. Poor relationships with colleagues and lack of support from the administration further contributed to higher levels of stress. While a positive work environment can reduce stress, it was found to be less significant than other factors.

According to Rusdi et al. (2021), key stressors include heavy workloads, interpersonal relationships, and the work environment. Various workplace stress management techniques have been proposed to address these issues, such as developing a comprehensive program for educators. In addition, a new stress index has been designed to help identify stress, coping mechanisms, and the effects of stress among teachers (Kaur et al., 2022). Recognizing and managing stress is essential for educators to maintain their well-being and effectiveness in the classroom. By implementing effective workplace stress management strategies, educational institutions can create a more supportive environment for educators, ultimately benefiting both educators and students (Kaur et al., 2022; Masadahtime et al.,2024). A Goldman Sachs report in March also raised concerns about AI potentially replacing 300 million full-time jobs. The World Economic Forum also projected that 50% of all employees will need reskilling by 2025 due to increasing technology adoption. Despite these challenges, emotional intelligence remains a domain where humans can maintain a competitive edge against machines (Mischke, 2023).

Deputy Education Minister Wong Kah Woh reported that 6,394 instructors (1.49% of the total teaching workforce) received approval to retire early in 2023, a 0.26% increase from 2022. The well-being of educators is dire, as their significant impact on students' development and academic success is often overlooked (Bernama, 2024). Minister of Education YB Fadhlina Sidek cited personal issues, duty obligations, health problems, and lack of interest as reasons for early retirement, indicating an urgent need for the Ministry of Education (MoE) to address educators' welfare. In addition, Narehan (2015) highlighted that UiTM lecturers are overburdened with responsibilities, leading to negative emotions such as stress, hostility, depression, anger, nervousness, and dissatisfaction. Over the past decade, the increase in the number of universities in Malaysia has made employment satisfaction a critical organisational factor, impacting academic staff's emotional intelligence (EI) (Samsuri et al., 2024). As universities expand, academic staff face greater challenges and diverse reactions due to

heightened demands from institutions aiming to achieve world-class status, ultimately enhancing the prestige of educational institutions. A local study found that 35.4% of academic staff at higher education institutions suffer from depression, three times higher than the general population, reflecting the growing prevalence of mental health issues nationwide (Munusamy et al., 2024). These mental health challenges among educators threaten the success of institutions and the well-being of both staff and students. It is well-accepted that teaching is an extremely stressful profession. Furthermore, UiTM (2024) for instance has outlined several key focuses: Enhancing the competitiveness of academic programs to improve graduate employability. Realigning the A.D.A.B Model (Analysis, Design, Access, Built-in Trust) and integrating Ethics in Teaching and Learning (PdP) to foster self-improvement that benefits individuals, society, and the country. Intensifying the use of academic resources to optimize skills and expertise across various programs, campuses, and both domestic and international universities.

To address these issues, effective workplace stress management strategies are crucial. Developing comprehensive workplace stress management programs, fostering a supportive teaching environment, and promoting emotional intelligence can help educators manage stress better, ultimately benefiting both educators and students.

Literature Review

Workplace stress management

Workplace stress management involves acquiring and practicing various cognitive and behavioural techniques to manage and cope with stress. Stress is defined as the perception that demands exceed personal resources, leading to physiological and psychological responses (Corsica, 2011). Key aspects of workplace stress management include:

- Identifying Stressors: Recognizing the sources of stress in one's life.
- Developing Coping Strategies: Implementing relaxation exercises, time management, and problem-solving skills.
- Practicing Mindfulness: Engaging in mindfulness and meditation to stay present and reduce anxiety.
- Seeking Support: Utilizing social support networks, including friends, family, and professional counseling services (Glazer & Gasser, 2016).

Effective workplace stress management can improve overall well-being and reduce the negative impacts of stress on health (Corsica, 2011). Thus, it is believed that workplace stress management is crucial for academic staff due to their roles' high demands and pressures. Effective workplace stress management can lead to numerous benefits. For example, Vacchi et al. (2024) highlighted that managing stress can reduce the risk of mental health issues such as anxiety and depression due to the burdens of teaching, research, and administrative work. By managing stress, academic staff can maintain higher levels of productivity and efficiency in their work. This is essential for meeting the demands of their roles and achieving professional goals (Peters, n.d). Effective workplace stress management also helps academic staff balance their professional and personal lives, improving overall satisfaction and well-being of students (Salimzadeh et al., 20210. Reducing stress can lead to higher job satisfaction, which is important for retaining talented academic staff and maintaining a high-quality educational institution (Vacchi et al., 2024). Hence, by implementing workplace stress management strategies, academic institutions can support their staff's well-being and enhance the overall effectiveness of their educational programs.

Emotional intelligence

Emotional intelligence (EI) is an essential tool for managing stress and fostering success in higher education institutions, where effective communication and collaboration are crucial (Vandervoort, 2006). However, Purushottamashtikar and Manoharan (2024) stressed that the multifaceted nature of these responsibilities can also lead to stress and challenges. Faculty members are more than just educators; they are collaborators, researchers, and community servants, balancing diverse and demanding expectations. This dynamic environment, compounded by rapid changes and increasing diversity, can affect mental health and overall well-being (Purushottamashtikar et al, 2024). Emotional intelligence helps faculty and staff navigate these complexities by enhancing self-awareness, self-regulation, empathy, and interpersonal skills (Vandervoort et al., 2006).

EI also enables individuals to recognize and manage their own emotions while understanding and responding to the emotions of others. This capacity is particularly important in academia, where the pressure to perform and maintain professional ethics can lead to burnout as believed by Goleman (1998). By fostering a culture of empathy, understanding, and inclusivity, emotional intelligence strengthens relationships among faculty, staff, and students, promoting engagement, resilience, and mutual respect (Vandervoort et al, 2006). According to Purushottamashtikar et al. (2004), leaders who prioritize emotional intelligence create supportive environments that encourage innovative problem-solving and effective adaptation to change. These qualities are essential for addressing the evolving needs of students and the broader academic community. Moreover, emotional intelligence facilitates the management of stress by enabling educators to build networks of trust, maintain emotional balance, and recover from challenges more effectively (Vandervoot et al., 2006). Incorporating emotional intelligence into professional development programs equips educators with the tools needed to handle the emotional demands of teaching and research. By cultivating emotional clarity, educators can better manage stress, prevent burnout, and maintain a positive outlook, ultimately enhancing both personal and institutional success.

Self-awareness

Self-awareness, a key aspect of emotional intelligence (EI), is defined as "the ability to recognize and understand one's own emotions, thoughts, and values, and how they influence behaviour" (Goleman et al., 1998). It involves being consciously aware of one's feelings and emotions and having a clear perception of one's personality, including strengths, weaknesses, thoughts, beliefs, motives, and feelings (Carden et al., 2022). This self-understanding is essential for developing emotional consciousness, accurate self-assessment, and self-confidence, which are foundational for effective EI.

Educational institutions can benefit significantly from enhancing self-awareness through social and emotional intelligence learning methods. Studies suggest that structured social-emotional learning can effectively improve students' self-awareness in high school environments (Thaintheerasombat & Chookhampaeng, 2022). Additionally, research by Gómez-Leal et al., (n.d.) highlights that self-awareness is crucial for school leaders. It enables them to recognize their emotions, understand their effects, and manage their responses effectively. Leaders with strong self-awareness are better equipped to handle stress, make sound decisions, maintain relationships, and build trust, ultimately fostering a positive school climate.

Empathy

Empathy involves sensing and understanding others' emotions and imagining their thoughts and feelings. This ability encompasses both cognitive and emotional dimensions (Smith & Jones, 2024). As a core component of EI, empathy helps individuals navigate social complexities and respond to others' emotional needs, fostering stronger connections and collaboration.

Empathy and emotional intelligence are closely linked, particularly in interpersonal situations where emotion regulation and social competence are essential. In educational settings, empathy significantly impacts student-faculty relationships. Academicians who cultivate empathy can better understand and address the emotional and academic challenges their students face, creating a supportive and inclusive classroom environment (Sharma et al., 2022). This empathetic approach is especially important in diverse educational settings, where students may encounter unique obstacles related to their backgrounds and experiences (Gómez-Leal et al., 2022). By connecting with students on an emotional level, Goleman (1995) optimists that educators can better facilitate learning and foster a positive classroom atmosphere.

Social skills

Social skills are a crucial component of emotional intelligence (EI), especially for academic staff who frequently interact with students, colleagues, and administrators. These skills include effective communication, conflict resolution, collaboration, and relationship management. They are essential for enhancing the learning environment, fostering teamwork, and improving the overall educational experience.

Key components of social skills involve building meaningful interpersonal relationships, recognizing well-being, achieving goals without obstacles, and communicating effectively. For faculty members, social skills are vital for collaboration and conflict resolution. Serrat (2020) urged that academicians with high EI can effectively communicate and build positive relationships with colleagues, which is crucial for successful teamwork in research and administrative tasks. These skills help create a collegial atmosphere that promotes interdisciplinary collaboration and enhances institutional effectiveness. Pranata et al. (2023) also emphasized the importance of social skills in fostering effective collaboration and strong relationships among students, both in the classroom and during broader school activities. Identifying areas where social skills can be enhanced can guide educators in creating a more collaborative learning environment. Strong social skills are necessary for effective communication and collaboration, enabling academicians to build relationships, resolve conflicts, and foster a sense of community within their institutions as this is supported by Goleman et al. (1998). Together, these competencies contribute significantly to an emotionally intelligent academic environment, ultimately enhancing student outcomes and faculty satisfaction.

Perceived organisational supports

Salleh et al. (2017) in their research work found that providing academic staff with adequate resources (e.g. research grant, computer labs and research management unit) also has enabled them to be more positive in applying the skills and knowledge that they have learned from training program such as workplace stress management training. This is attributed to the perception of many experts such as van der Ross et al. (2022), Esop and Timms (2019), and Md. Ashikuzzaman (2024) that occupational stress among university academics is consistently increasing, adversely impacting their health and well-being. One of the primary sources of

stress for academics is the heavy workload. Academics often juggle multiple responsibilities, including teaching, grading, conducting research, and fulfilling administrative duties. The sheer volume of tasks can be overwhelming, leading to chronic stress and burnout. Another support suggested by Md. Ashikuzzaman. (2024) is having dedicated research support teams could provide specialized services and resources to assist academics throughout the research process. They offer guidance on advanced search strategies, data management, academic publishing, and more.

Utilizing organisational support can be very challenging and must be properly planned and designed. A study by Wray and Kinman (2021) found that in UK universities, seeking help for work-related stress and mental health is often stigmatized. Over half of the respondents (59%) feared being perceived as weak if they sought support, and more than 70% believed it would harm their careers. Many were concerned about being seen as inadequate or unable to cope. Additionally, 61% of respondents would not approach their manager for support, citing a lack of necessary skills or knowledge in their managers. This underscores the need for better training for managers in this area.

In Malaysian universities, occupational stress among academics is also a significant concern. For example, Malaysian academics struggle with balancing their professional and personal lives, as noted by Zehan (2024). The demands of the job often extend beyond regular working hours, impacting their well-being. Additionally, adapting to new technologies and online teaching platforms is another source of stress for Malaysian academics, especially those who may not be as technologically adept. According to Noor Hassim and Arma Noor (2021), managing relationships with colleagues and students can also contribute to stress. Effective communication and conflict resolution skills are essential but can be challenging to maintain under pressure.

Emotional Intelligence Theory's Application on Workplace workplace stress management

Emotional intelligence (EI) theory, particularly the components of self-awareness, empathy, and social skills, plays a significant role in workplace stress management among academic staff. Emotional Intelligence (EI), as defined by Goleman et al. (1994) is crucial for academic staff, comprising five key components: self-awareness, self-regulation, motivation, empathy, and social skills. These elements enhance educators' ability to engage with students and create an inclusive classroom environment. Research indicates that academic staff with high EI manage classroom dynamics better, leading to improved student engagement and motivation. Self-awareness helps educators recognize their emotional responses and biases, informing their teaching strategies while empathy aids in understanding and addressing students' emotional needs, strengthening relationships and communication. Additionally, social skills enable effective collaboration with colleagues and students, creating a cohesive educational environment.

Research indicates that EI training programs can significantly enhance these competencies, resulting in better classroom management and higher student satisfaction. As educational institutions acknowledge the importance of EI, fostering these skills in faculty can reduce stress, improve teaching quality, and boost student success. The integration of EI components into workplace stress management, considering EI theory, is illustrated as follows:

1.   *Self-awareness:* This involves recognizing and understanding one's own emotions, thoughts, and values, and how they influence behaviour. Academic staff with high self-awareness can identify stress triggers and understand their emotional responses, allowing them to manage stress more effectively. By being aware of their own emotional states, they can take proactive steps to mitigate stress, such as practicing mindfulness or seeking support when needed (Kostanski & Hassed, 2008)

2.   *Empathy*: This is the ability to sense and understand the emotions of others. Empathy enables academic staff to build strong relationships with colleagues and students, creating a supportive work environment. When staff members feel understood and supported, their stress levels can decrease. Empathy also helps in conflict resolution, reducing the stress that arises from interpersonal tensions (Cristina, 2019).

3.   *Social skills*: These include effective communication, conflict resolution, collaboration, and relationship management. Strong social skills help academic staff navigate the complexities of their work environment, fostering teamwork and reducing stress. Effective communication and conflict resolution skills are particularly important in managing stress, as they help prevent misunderstandings and resolve issues before they escalate (Salle, 2018).

By integrating these components of EI, academic staff can create a more positive and less stressful work environment, ultimately enhancing their well-being and effectiveness**.**

Expectancy Theory's Application on Workplace workplace stress management

The integration of organisational support into workplace stress management among academic staff, considering Expectancy Theory, can be highly effective. Expectancy Theory, proposed by Victor Vroom (2015) suggests that individuals are motivated to act in a certain way based on the expected outcome of their actions. This theory can be applied to workplace stress management in several ways.

Valence refers to the value individuals place on their efforts' rewards (Vroom et al., 2015; Feather, 2021). For academic staff, organisational support can include mental health resources, professional development opportunities, and recognition programs. According to Gabriel and Aguinies (2022), when these supports are perceived as valuable, they can motivate staff to engage in workplace stress management practices. For instance, access to counseling services and workplace stress management workshops can be highly valued by staff, encouraging them to utilize these resources to maintain their well-being.

Expectancy is the belief that one's effort will lead to the desired performance. Providing training and resources to help academic staff manage stress effectively can increase their confidence in their ability to cope with stress (Salem et al., 201). Workshops on time management, mindfulness, and resilience can enhance their skills and reduce stress levels. When staff believe that their efforts in attending these workshops will lead to better workplace stress management, they are more likely to participate actively.

Instrumentality is the belief that performance will lead to the desired outcome (Vroom et al., 2015). Clear communication from the organisation about the availability and benefits of support systems can reinforce the link between using these supports and achieving better well-being (Alzadjali & Ahmad, n.d; Jabbar et al., 2024). For instance, if staff believe that utilizing mental health services will lead to improved job performance and personal well-being, they are more likely to seek out these services. Effective communication about the positive outcomes of using organisational supports can thus enhance their utilization.

Incorporating organisational support into workplace stress management strategies can help create a supportive work environment where academic staff feel valued and equipped to handle stress. This approach not only improves individual well-being but also enhances overall productivity and job satisfaction within the academic institution. By aligning organisational support with the principles of Expectancy Theory, institutions can effectively motivate their staff to engage in workplace stress management practices, leading to a healthier and more productive academic community.

Methodologies

This study will focus on academic staff from a higher education institution (HEI) in Malaysia who are directly involved in teaching and learning. Participants will be approached individually to assess their perception of emotional intelligence and explore the relationship between self-awareness, empathy, social skills, and emotional intelligence. The target population consists of 8,932 individuals, with a minimum sample size of 367 required according to Krejcie and Morgan (1970). However, it is expected that responses from 147 participants, representing 40% of the required sample size, will be collected. This response rate is consistent with Vanderleest (1996) and will be considered satisfactory. Additionally, Roscoe (1975) suggests that a sample size between 30 and 500 is appropriate for most studies. Data collection will be conducted using self-administered questionnaires with simple random sampling. Participants will be assured of confidentiality and informed that there are no right or wrong answers. It is anticipated that 147 completed questionnaires will be usable for analysis. Established measures from previous studies will be used, including:

- The Wong and Law Emotional Intelligence Scale (WLEIS) by Wong and Law (2002) for emotional intelligence.
- The scale by Fenigstein et al. (1975) for self-awareness.
- The Social Skills Rating System by Gresham and Elliot (1990) for social skills.
- The Hogan Empathy Scale by (Greif & Hogan, 1973).

All items will be rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This scale allows respondents to express neutrality by selecting the middle point (3) without negatively impacting data analysis, as argued by Chomeya (2010). Dawes (2008) also suggests that 5, 7, or 10-point scales are equally effective for analytical tools such as structural equation modeling or confirmatory factor analysis.

To ensure internal consistency, the reliability of each construct will be examined using Cronbach's alpha coefficient. Nunnally and Bernstein (1994) recommend values above 0.7 to indicate good internal consistency. Items falling below this threshold will be removed to improve construct reliability. Additionally, Pearson's Correlation will be used to test the association between the variables, and it is expected that the results will reveal significant associations between self-awareness, empathy, social skills, and emotional intelligence among university academic staff in Malaysia.

Conclusion

This research aims to examine how academic staff perceive workplace stress management, particularly within public higher education institutions. By employing multiple regression analysis, the study will identify the vital factors for workplace stress management. The results will inform recommendations designed to address the implications for academic staff, students, the institution, society, and the nation. Despite the benefits of workplace stress management, challenges remain in its development among academicians. Traditional academic environments

often prioritize cognitive skills and research output over emotional competencies, which can hinder the cultivation of workplace stress management. To address this gap, higher education institutions can implement training programs focused on emotional intelligence, such as workshops and mentorship initiatives, as well as providing more tangible and intangible support to help faculty enhance their workplace stress management. In summary, workplace stress management is a vital asset for academicians in higher education, impacting teaching effectiveness, student engagement, collaboration, and institutional culture. By prioritizing effective workplace stress management, higher education institutions can create a more supportive and effective learning environment that benefits both faculty and students.

Acknowledgment

References

Rusdi, S. D., Idaya Husna, M. O. H. D., Muhamad Khalil, O. M. A. R., Aluwi, A. H., Hussein, N., & Masri, M. A. (2021). Job Stress and its Predictors among Malaysian Teachers. *The Journal of Organizational Management Studies*, 1-9.

Kaur, K., Zarin, I., Chen, L. E., Choong, Y. V., & Sze-Siong, C. (2022). Constructing a Stress Index for Teachers in Malaysia: A Fuzzy Delphi Approach. *Asian Journal of University Education*, *18*(3), 606-624.

Masadahtime. (2024). Job stress among Malaysian teachers: Key predictors and management. Retrieved from https://masadahtime.com/job-stress-among-malaysian-teachers-key-predictors-and-management

Mischke, S. (2023). Are emotions the new human superpower? *IMD*. Retrieved from https://www.imd.org/ibyimd/innovation/in-the-age-of-chatgpt-are-emotions-the-new-human-superpower

Bernama. (2024). Over 6,000 teachers get approval for early retirement last year. Retrieved from https://www.nst.com.my/news/nation/2024/02/1019325/over-6000-teachers-get-approval-early-retirement-last-year

Narehan Hassan, S. H. (2015). The relationship between emotional intelligence and teaching effectiveness among lecturers at Universiti Teknologi MARA, Puncak Alam, Malaysia. *International Journal of Social Science and Humanity*, 1.

Samsuri, N. N. B., Salleh, N. S. N. M., Cob, C. M. S. B. C., & Shamsuddin, N. (2024). DETERMINANTS AFFECTING EMOTIONAL INTELLIGENCE AMONG ACADEMIC STAFF OF HIGHER INSTITUTIONS IN MALAYSIA. In *Conference e-Proceedings* (p. 215).

Munusamy, S., Ramasamy, S., & Sukir, N. I. (2024). A systematic review on mental health and its associated factors among educators in Malaysia. *BMC Public Health*, *24*(1), 2634.

UiTM. (2024). Amanat Naib Canselor 2024. Retrieved from https://www.uitm.edu.my/images/document/amanat-vc/final-amanat-naib-canselorumum-9-feb-2024.pdf

Corsica, J. A. (2011). Workplace stress management. In J. S. Kreutzer, J. DeLuca, & B. Caplan (Eds.), *Encyclopedia of Clinical Neuropsychology*. Springer, New York, NY. https://doi.org/10.1007/978-0-387-79948-3_429

Glazer, S., & Gasser, C. E. (2016). Stress management.

Vacchi, O. G. B., Menis, D., Scarpis, E., Tullio, A., Piciocchi, B., Gazzetta, S., ... & Brunelli, L. (2024). Stress management: how does the academic staff cope with it? a cross-sectional study at the university of Udine. *BMC Public Health*, *24*.

Peters, R. (n.d.). Work-life balance and work-related stress among academic staff: Relation between overall and day-to-day experience of work-life balance and adherence to an ecological momentary assessment (EMA) protocol - based on the pilot study of the STRess At Work (STRAW) Project. (Master Dissertation). Ghent University.

Salimzadeh, R., Hall, N. C., & Saroyan, A. (2021, September). Examining academics' strategies for coping with stress and emotions: A review of research. In *Frontiers in Education* (Vol. 6, p. 660676). Frontiers Media SA.

Vandervoort, D. J. (2006). The importance of emotional intelligence in higher education. *Current Psychology*, 25, 4-7.

Purushottamashtikar, S., & Manoharan, G. (2024, June). Emotional intelligence on higher education educators: A systematic literature review. In *AIP Conference Proceedings* (Vol. 2971, No. 1). AIP Publishing.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

Carden, J., Jones, R. J., & Passmore, J. (2022). Defining self-awareness in the context of adult development: A systematic literature review. *Journal of Management Education*, 46(1), 140-177.

Thaintheerasombat, S., & Chookhampaeng, C. (2022). The development of a self-awareness skill for high school students with the process of social and emotional learning. *Journal of Educational Issues*, 8(2), 741-754.

Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (n.d.). The relationship between emotional intelligence and leadership. *Quarterly, l3*(3), 243-274

Smith, R., & Jones, L. (2024). The impact of emotional intelligence on leadership effectiveness: Recent insights. International Journal of Leadership Studies, 19(2), 30-47.

Sharma, A., Tyagi, A., & Mohan, A. (2022). Empathy as a tool for enhancing student engagement in higher education. *International Journal of Educational Management, 36*(1), 45-62.

Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2022). The relationship between emotional intelligence and leadership in school leaders: A systematic review. *Cambridge Journal of Education, 52*(1), 1-21.

Goleman, D. (1995). Emotional intelligence. Bantam Books, Inc.

Serrat, O. (2020). Emotional intelligence. In *Knowledge solutions: Tools, methods, and approaches to drive organisational performance* (pp. 207-220). Asian Development Bank.

Pranata, O. D., Sastria, E., Ferry, D., & Zebua, D. R. Y. (2023). Analysis of students' emotional intelligence and their relationship with academic achievement in science. In *International Conference on Social Science and Education (ICoeSSE 2023)* (pp. 395-410). Atlantis Press.

Salleh, N. S. N. M., Amin, W. A. A. W. M., & Mamat, I. (2017). Employee readiness, training design and work environment in influencing training transfer among academic staffs of UiTM. *International Journal of Academic Research in Business and Social Sciences*, *7*(10), 275-290.

Shen, P., & Slater, P. F. (2021). Occupational stress, coping strategies, health, and well-being among university academic staff: An integrative review. *International Education Studies, 14*(12), 99-124.

van der Ross, M. R., Olckers, C., & Schaap, P. (2022). Engagement of academic staff amidst COVID-19: The role of perceived organisational support, burnout risk, and lack of reciprocity as psychological conditions. *Frontiers in Psychology, 13*, 874599.

Esop, M., & Timms, C. (2019). Relevance of organisational support on academics' affective commitment and turnover intentions. *Journal of Applied Research in Higher Education, 11*(1), 118-128.

Md. Ashikuzzaman. (2024). *Benefits of having a dedicated research support team in an academic library*. Library & Information Science Education Network.

Wray, S., & Kinman, G. (2021). Supporting staff wellbeing in higher education.

Zehan Mat Saad. (2024). The occupational stress among academic staff at Universiti Malaysia Perlis. Universiti Utara Malaysia.

Noor Hassim Ismail, & Arma Noor. (2021). Occupational stress and its associated factors among academicians in a research university, Malaysia. *Malaysian Journal of Public Health Medicine*.

Kostanski, M., & Hassed, C. (2008). Mindfulness as a concept and a process. *Australian Psychologist, 43*(1), 15-21.

Cristina, I. V. A. N. (2019). Anger management–considerations and reflections useful for first line practitioners working with youth vulnerable to radicalization. *Romanian Intelligence Studies Review*, (22), 137-154.

Sallee, A. M. (2018). Effective communication and conflict resolution. *Contemporary Nursing E-Book: Issues, Trends, & Management*, 322.

Vroom, V., Porter, L., & Lawler, E. (2015). Expectancy theories. In *Organizational Behavior 1* (pp. 94-113). Routledge.

Feather, N. T. (2021). Human values and the prediction of action: An expectancy-valence analysis. In *Expectations and actions* (pp. 263-289). Routledge.

Gabriel, K. P., & Aguinis, H. (2022). How to prevent and combat employee burnout and create healthier workplaces during crises and beyond. *Business Horizons, 65*(2), 183-192.

Saleem, F., Malik, M. I., Qureshi, S. S., Farid, M. F., & Qamar, S. (2021). Technostress and employee performance nexus during COVID-19: training and creative self-efficacy as moderators. *Frontiers in Psychology*, *12*, 595119.

Alzadjali, B., & Ahmad, S. Z. (n.d.). The impacts of a high commitment work system on well-being: The mediating role of organization support and employee work-life balance. *Industrial and Corporate Change*.

Jabbar, M., Nasar-u-Minallah, M., & Yusoff, M. M. (2024). Modelling the services of green spaces for communal well-being in the urban environment of Lahore, Pakistan. *GeoJournal, 89*(3), 97.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*(3), 607-610. https://doi.org/10.1177/0013164470030003

Vanderleest, H. W. (1996). What new exporters think about US government-sponsored export promotion services and publications. *Multinational Business Review, 4*(2), 21.

Roscoe, J. T. (1975). *Fundamental research statistics for the behavioural sciences* (2nd ed.). New York: Holt, Rinehart and Winston Inc.

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*(3), 243-274.

Fenigstein, A., Scheier, M. F., & Buss, A. H. (1975). Public and private self-consciousness: Assessment and theory. *Journal of Consulting and Clinical Psychology, 43*, 522-527.

Gresham, F. M. (1990). Social Skills Rating System. *Circle Pines, MN/American Guidance Service*.

Greif, E. B., & Hogan, R. (1973). The theory and measurement of empathy. *Journal of Counseling Psychology, 20*(3), 280.

Chomeya, R. (2010). Quality of psychology test between Likert scale 5 and 6 points. *Journal of Social Sciences, 6*(3), 399-403.

Dawes, J. (2008). Do data characteristics change according to the number of scale points used? An experiment using 5-point, 7-point and 10-point scales. *International Journal of Market Research, 50*(1), 61-104.

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York: McGraw-Hill.