

A STUDY ON THE IMPACT OF EMOTIONAL
INTELLIGENCE AND RESILIENCY ON STRESS
MANAGEMENT AMONG ACADEMIC STAFF IN
MALAYSIAN PRIVATE UNIVERSITIES

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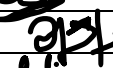


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DECLARATION

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- (3) Equal contribution has been made by each group member in completing the FYP.
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LIST OF ABBREVIATIONS

DV	Dependent variable
EI	Emotional Intelligence
IIUM	International Islamic University Malaysia
IV	Independent variable
JCD	Job Demand-Control
SPSS	Statistical Package for Social Science
UKM	Universiti Kebangsaan Malaysia
USM	Universiti Sains Malaysia
UTAR	Universiti Tunku Abdul Rahman
UTP	Universiti Teknologi PETRONAS

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PREFACE

As part of our Bachelor of Business Administration (Hons) course, we are required to complete a research project related to our field of study. As such, our research topic titled “A Study on the Impact of Emotional Intelligence and Resiliency on the Stress Management among Academic Staff in Malaysian Private Universities” was chosen. The reason on why this research will be conducted was because we found that there is an increasing stress level among academic staff in Malaysian private universities due to the rapid changes in teaching and learning methods, increased workload, and expectations. Furthermore, the COVID-19 pandemic has further intensified these challenges, as academic staff are required to adapt rapidly to remote teaching and learning, increased workload, and uncertainties about the future. This led us to reflect on the role of emotional intelligence and resiliency on stress management among academic staff, and the potential for these traits to help individuals cope with the demands of their work.

Besides that, we recognized the importance of addressing this issue to promote the well-being and productivity of academic staff. We were intrigued by the potential impact of emotional intelligence and resiliency on stress management, as these constructs have been shown to be associated with various positive outcomes in different contexts. Through this study, we hope to contribute to the growing body of literature on stress management among academic staff and highlight on the potential impact of emotional intelligence and resiliency in this area. The findings of this study could have practical implications for developing interventions to promote stress management among academic staff in Malaysian private universities.

ABSTRACT

Academic staff members in private universities are faced with numerous work-related stressors that can negatively impact their mental health and job performance. In addition to the traditional stressors such as excessive workload and limited support, the COVID-19 pandemic has added a new layer of stress for academic staff, including rapid transitions to online teaching, increased workloads, and concerns about job security. Hence, this study aims to investigate the impact of emotional intelligence and resiliency on stress management among academic staff in Malaysian private universities. Specifically, the study sought to achieve the followings: (1) To study the impact between emotional intelligence and stress management among academic staff in Malaysian Private Universities; (2) To study the impact between resiliency and stress management among academic staff in Malaysian Private Universities. The research is based on a quantitative approach using questionnaire as the primary data collection tool. The collected data is analyzed using Statistical Package for Social Science (SPSS).

Keywords: Stress Management, Emotional Intelligence, Resiliency, Academic Staff, Malaysian Private Universities.

CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

This study aims to examine the impact of emotional intelligence and resiliency on stress management among the academic staff in Malaysian Private Universities. Chapter 1 makes up of eight primary parts which are background of the research, problem statement, research objectives, research questions, research hypotheses, significance of the research, chapter structure and chapter summary.

1.1 Research Background

A good workplace is known as a healthy workplace, in which it is a place where all the workers in the organization, both employers and employees can perform their job tasks and duties effectively and efficiently. Everyone who works in the organization should put in their best efforts to perform their duties in a professional manner while also increasing their productivity to benefit the department or organization to which they belong (Mallow, 2016). However, due to certain reasons, the workplace can turn into a place where employees experience undue stress, that impacts both their personal lives and organization they are currently working for (Mallow, 2016). Long working hours, tight schedules or deadlines, and ever the escalating demands, all those things could cause individuals feeling anxious, exhausted and overwhelmed (Kalkar, 2019). When stress exceeds a person's ability to manage it, it is no longer beneficial and begins to bring negative impacts on a person, either mentally or physically (Kalkar, 2019). Therefore, stress management is significant for every individual, regardless of gender, religion, or race, because it acts as a technique to reduce the stress or control a person's level of stress with the intention of enhancing daily functions and performance (Onochie, 2020). Without proper stress management, an individual with excessive stress may experience burnout symptoms, which include depression, eating disorders, absences from work, pains that cannot be traced to a specific cause, fainting, impatience, headaches, and loss of focus (Isa & Palpanadan, 2020).

However, with proper stress management, an individual can break free from the negative impact of stress and lead to a more fulfilling life with better physical and emotional health (Robinson et al., 2019). The term “stress management” refers to any action made to deal with stressful situations that individuals or organizations feel there is a need to be addressed (Varadaraj & Jabeen, 2021). Stress management involves examining the psychology factors or the root causes of stress and developing the coping mechanisms to deal with, reduce, or eliminate the stress (Lande, 2019). According to Varadaraj and Jabeen (2021), the words “stress management” and “coping” can be used interchangeably to explain ways of managing stress or attempting to "master" the harm, danger, or challenge brought on by stress. In the context of Mahakud et al. (2013), it mentioned that “coping strategies are primarily relied on an individual’s cognitive and behavioral to control their stressful situation or associated emotional distress”.

Organizational stress has recently become a significant concern in the workplace, especially in the education sector (Yousefi et al., 2020). Work-related stress is the key significant issues in the education industry. According to Mellor (2013), it stated that the average level of stress reported across all industries, services and society is significantly higher in teaching. Although stress in a changing world is inevitable, but individuals have options on how to manage it (Saravanan & Muthulakshmi, 2017). However, in higher education sector, stress is found particularly experienced by academic staff working in universities. Yousefi et al. (2020) indicated that there is over 64% of academic staff who hold positions as lecturers, senior lecturers, associate professors, and full professors have experienced at least one of the stress indicators in the educational field due to pressure of institutional requirements to publish articles and receive external funding within the time constraints. Moreover, Henny et al. (2014) has revealed that academic staff are being more vulnerable to burnout. This is because of the recent growth in the number of Malaysian institutions pushing toward becoming world-class research universities, which led academic staff to endure more pressure (Henny et al., 2014). Academic staff which includes tutor and assistant lecturer, lecturer and senior lecturer, associate professor, professor, and distinguished professor (Hussein, 2014). Therefore, in order to master change, the academic staff must evaluate the need for stress management and develop techniques to minimise the impact of stressful changes in the workplace. Stress management is necessary to take place as it is significant to assist the academic staff in learning to manage their stress and cope with it when change threatens to become too much to handle. When the academic staff can manage their stress well, they will ultimately be able to perform and adapt

better (Shoaib et al., 2022). However, if stress management is not able to manage well, excessive stress among the academic staff can lead to health problems and absenteeism, which will lower the productivity of lecturers over time (Oyewole et al., 2020).

In Malaysia, education industry is one of the several industries that contain a large number of employees. The higher education institutions in Malaysia can be classified into two groups, which are public universities and private universities. Public universities are maintained by the government, whereas private universities are regarded as independently administered universities (Azizah et al., 2016). For public universities in Malaysia, even though that Malaysian public academics are found have experienced with increased stress because of the country's rapid growth in the tertiary education sector (Makhbul & Khairuddin, 2013). However, there is research comparing the stress levels between the academic staff in public and private universities has found that those academic staff working in private universities generally report a higher level of occupational stress (Azizah et al., 2016).

Private universities in Malaysia differ in terms of their support and ownership, ranging from those supported by government business agencies, such as Multimedia University of Malaysia, while some universities are supported by political parties within the current government alliance, such as University Tunku Abdul Rahman (UTAR), which is associated with the Malaysian Chinese Association political party (Arokiasamy et al., 2019). Within the context of private universities in Malaysia, there are over thousands of academic staff working in private universities, however, it has been discovered that many of them are aware of their own stress levels but are not able to manage the stress well (Jafar et al., 2022). As a result, stress management is important to control the level of occupational stress experienced by academic staff in Malaysian private universities since the stress level of them has started to show a concerning trend with the proof of these academics experiencing dangerous health complications like hypertension, heart attacks, depression, and eating disorders, apart from the fact that some of them consider changing jobs and quit their jobs or even commit suicide (Zakaria & Asmawi, 2015).

The stress management of academic staff in Malaysian Private Universities cannot be overlooked because they are critical in determining the quality of private higher institutions and they are responsible for teaching and learning, research and development, and curriculum development (Manogharan et al., 2018). Most importantly, the academic staff like lecturers,

hold a significant role in upholding high academic standards that can have a direct impact on their students' academic achievements (Azizah, et al., 2016). However, academic staff in private universities tends to experience higher stress and they receive less attention on stress management compared to public universities. Therefore, identifying the factors contributing to low stress management of academic staff in private universities has become extremely important. The objective of this research is to investigate the factors that impacting on stress management among the academic staff in Malaysian private universities. Even though this study shows that there is a mixed result between the variables, emotional intelligence and resiliency are believed to be the most significant factors that impact on stress management. Besides, the relationship between the independent variables, which are emotional intelligence and resiliency and the dependent variable, stress management are supported by Mayer and Salovey's Model, Resiliency theory and Job Demand Control theory.

Last but not least, this research can be used to contribute to the study of stress management by using a theoretical framework to explain the issues of the academic staff of Malaysian Private Universities with low stress management. This study provides the chance to examine the primary factors that influence on stress management of academic staff in private universities. Through this research, some solutions can only be suggested based on the factors, that can be used as a guideline for the government or the management team of the universities to design an effective stress management strategy so that they can improve the current situation.

1.2 Problem Statement

The word "stress" is used rather frequently in a variety of settings, including social, academic, and professional ones. It is commonly assumed that subjecting people to a manageable amount of stress can motivate them to perform better. However, if the amount of pressure is more than one's capacity to deal with it, this might lead to stress (Jose et al., 2019). Even though stress cannot be completely removed from an individual's life, it can be reduced, which can be beneficial to leading a healthy and successful social life. It is therefore of utmost importance to discuss about some useful coping strategies for the management of human stress (Khagendra & Gopal, 2018). Lazarus and Folkman (1984), define coping as "the changing thoughts and actions that a person utilizes to manage the external and/or internal demands of a particular

stressful person-environment interaction." Simply described, coping is the process of dealing to stressful conditions and managing stress (White, 2008). The process of applying strategies to cope with stress is referred to as stress management (Gül, 2020).

Stress management interventions were developed in the 1960s due to the growth of community mental health, dissatisfaction with traditional treatments, emergence of new therapies, increased awareness of psychological problems, and popularity of self-help methods (Sharma et al., 2021). The purpose of stress management is not to eliminate all stress because there is evidence that suggests that low to moderate amounts of stress can have positive effects on health. Instead, stress management are geared toward maintaining levels of stress within the healthiest possible range (Joshua et al., 2012). Other than that, having effective stress management skills enables academic staff to perform their work responsibilities effectively and with satisfaction, both in their personal and professional lives. It helps them reach their desired targets and enhance their overall quality of life. This is because they are best prepared to deal with the effects of stress. In addition to this, they can deal with a wide variety of issues in a manner that is both well-organized and satisfactory which may result in an increase in overall job engagement and performance. Therefore, it is crucial for academic staff to be well-equipped in terms of stress management approaches (Kapur, 2021).

However, over the years, stress has been a problem that has impacted us in a variety of ways (Jallow, 2020). In the real situation, the majority of people struggle with high levels of stress. The World Health Organization (WHO) recently released a scientific brief stating that the global prevalence of anxiety and depression increased by 25% during the first year of the COVID-19 pandemic. People were unable to work efficiently, seek emotional support from their family and friends, and engage in community activities due to the pandemic's limitations (World, 2022). The symptoms of people suffering from stress can also be proved in SingleCare (2021), which stated that approximately 5 million deaths per year are attributable to mood and anxiety disorders according to the finding of meta-analysis. In today's modern workplaces, people appear to be working longer hours, assuming more tasks at a higher level, and motivating themselves even more arduously to fulfil increased performance goals (Jallow, 2020). According to research conducted by the Center for Disease Control and the National Institute for Occupational Safety and Health, the most significant source of stress in a person's life is their job. The American Institute of Stress reported that 120,000 people lose their lives each year as a direct result of work-related stress in the world (Slmainc, 2019) and estimated

\$125 billion to \$190 billion in additional health care costs are incurred annually by corporations due to stress (SingleCare, 2021).

In the context of Malaysia, 29.9% of the population reported experiencing some level of stress due to their jobs. It is important to take into account the fact that approximately one third of the working population in Malaysia was dealing with occupational stress. A high prevalence of occupational stress has been associated to poor performance, the desire to leave one's job, and occupational accidents (Shaiful et al., 2018). The study by Ang (2020) found that 92% of full-time workers in Malaysia feel stressed about the possibility of losing their job, with varying degrees of intensity ranging from moderate tension to extreme stress, which can negatively impact their physical and mental health, job satisfaction, and productivity. In education industry, it is known for its high level of occupational stress, they face system-related obstacles such as low academic performance, parental demands, and high workloads for instructors which can cause stress for staff in education industry (Asrar-ul-Haq et al., 2017). Besides, the findings of Sharma and Sharma's (2017) highlighted that the majority of employees in the education industry experience stress due to workload, job insecurity, and work-life imbalance which can lead to negative consequences such as depression, sadness, and job dissatisfaction.

From the perspective of academic staff, based on the study from Zvada and Thomas (2019), they discovered that a large percentage of academic staff displayed indicators of stress, which negatively impacted their motivation. Many academic staff employees are unaware of stress-management techniques. Ohadomere and Ogamba (2020), revealed that academic staff continue to experience high levels of stress despite the application of these interventions to reduce their stress. Furthermore, in the case of university's academic staff, current data indicate that university's academic staff are among the most stressed occupations due to the rapid development in the Malaysian higher education sector (Varadaraj & Jabeen, 2021). Since the COVID-19 outbreak in early 2020, people worldwide have been adjusting to a new way of life, and Malaysians are no exception. This new normal includes online distance learning, which is being used by all universities in Malaysia. As educators and researchers, academic staff need to be able to adapt quickly to new situations, as noted by Rose et al. (2022). However, in reality, academic staff experience a range of occupational stress factors, including high demands, limited control and support, isolation, excessive workloads, reduced decision-making power, poor financial remuneration, and low work-life balance. The pressure of increasing student numbers and limited resources also contribute to this stress. These stressors can result in low

mood, anxiety, depression, and negatively impact the quality of teaching and research (Lee et al., 2022). This is aligned with a study by the Registrar of a university in South Malaysia revealed that academic staff experience workplace stress, which is indicated by frequent sick leave, high medical expenses, tardiness, absenteeism, schizophrenia, part-time work, and excessive annual leave (Isa, 2020). For university's academic staff and universities to get the results they desire, it is essential for them to take control of their stress levels and find healthy ways to cope with it (Varadaraj & Jabeen, 2021).

There was one study that compared the stress levels of academic staff at public and private universities. According to the results, the academic staff especially in the private university has a higher level of occupational stress than those at the public university (Azizah et al., 2016). The study from Safaria et al. (2012), revealed that academic staff at private universities experience greater workplace stress than academic staff at public universities. This condition may have occurred since the workload, organizational culture, task diversity, and lecturer-to-student ratio vary between public and private universities. Based on interviews and observations, the researchers discovered that the ratio of instructors to students at private universities is unbalanced, with more students than lecturers. This circumstance necessitates that lecturers handle more students in class and during daily consulting. A second factor is that, in general, private universities enroll students with a worse academic performance, learning attitude, motivation, and ability. These low-quality student contributions need the instructor to exert greater effort to promote the student's learning. Moreover, Ooi et al. (2022) indicates that in Malaysia, private universities had a greater turnover rate (45.45%) than public universities (18.18%). In Malaysian higher education institutions, particularly private universities, staff turnover has been the primary concern. This is because academics have complained about their excessive workloads, which can worsen stress and negatively impact their personal or family life. MZ et al. (2016) also mentioned that stressful situations enhance academic staff's distress, which in turn generates low productivity, negative family effects, negative behaviors, and chronic health issues. Academic staff who experienced high levels of stress can also result in job burnout, a state of mental, emotional, and physical tiredness that makes it difficult to effectively manage their stress. When academic staff is facing significant levels of stress, it may be difficult for them to effectively deal with their stressors. This might result in inefficient stress management, since they may resort to substance abuse, avoidance, or hostility as coping techniques.

In order to realize and contribute to the success of Malaysia's education plan for sustainable development, academic staff have a significant amount of responsibility (Rose et al., 2022). Academicians are significant teaching and learning system resources. At the level of higher education, academic staff are primarily responsible for ensuring that students are prepared to satisfy the needs of the labor market. In this regard, academic staff will guarantee that students possess both a high level of competence and strong soft skills. They should serve as role models for the students by setting a good example, as all their actions attract the students' attention (Isa, 2020). Thus, it is crucial to pay attention to self-care and stress management among academic staff, as these factors directly affect their work performance and quality of life. If many academic staff members are experiencing depression, it could strain the education system. Therefore, it is essential for educators to learn how to effectively manage their stress so that it can serve as a driving force or encouragement for them to be more productive in their jobs (Rose et al., 2022).

Furthermore, studies on stress management from the undergraduate students' perspective have received much more attention in the past within the public university's context compared to academic staff in private universities. Several studies have been conducted to identify the factors causing stress and stress management among students in public university such as students at Universiti Teknologi Malaysia (UTM) (Omar et al., 2020), students at Universiti Utara Malaysia (UUM) (Yusof et al., 2019), pharmacy students at International Islamic University Malaysia (IIUM) (Jamshed et al., 2017), and medical students at University Kebangsaan Malaysia (UKM) (Siraj et al., 2014). Moreover, several studies have examined academic staff, but only within the context of public universities in Malaysia such as lecturers at Universiti Sains Malaysia (USM) (Azizah et al., 2016) and Universiti Tun Hussein Onn Malaysia (Isa & Kadir, 2021). Research on stress management in Malaysia has predominantly focused on students or public universities, with little attention given to the teaching profession, specifically among academic staff working in private universities. Thus, it is crucial to investigate this area to bridge the gap in research.

Although stress management among academic staff in private universities has received limited attention, it is a crucial area of research as they play a vital role in maintaining high academic standards. With thousands of lecturers working in private universities, it is important to examine the level of stress they experience on the job. High levels of stress among academic staff can negatively impact their job performance, ultimately affecting the quality of education

provided to students (Azizah et al., 2016). As private universities making up 42% of the tertiary education sector in Malaysia (Teng, 2016), this study aims to examine the factors impacting stress management among academic staff in private universities. Specifically, the study will evaluate the impact of emotional intelligence and resiliency on stress management among academic staff in Malaysian private universities.

A) Emotional Intelligence

Based on Ghazi et al. (2020), it shows that there is a positive significant relationship between emotional intelligence and stress management. However, other researchers reported different results. According to Lea et al. (2019), it found out that there is a no significant relationship between emotional intelligence and stress management.

B) Resiliency

Shatté et al. (2017) stated that resiliency shows a positive relationship towards stress management. However, other researchers came out with different results. According to Büşra et al. (2022) argued that resiliency have a negative relationship with stress management.

With all these studies on stress management showing mixed results with positive or negative relationship, a clear picture on the factors that affecting stress management cannot be established. Therefore, it is necessary to study more deeply on the impact of emotional intelligence and resiliency on stress management. Previous studies have mainly focused on students in public universities, highlighting the need for this current study to fill this gap in the literature. Therefore, the present study aims at examining the impacts of emotional intelligence and resiliency on stress management among academic staff in Malaysian Private Universities.

1.3 Research Objectives

1.3.1 General Objective

To study the impact of emotional intelligence and resiliency on stress management among academic staff in Malaysian Private Universities.

1.3.2 Specific Objectives

- i. To study the impact between emotional intelligence and stress management among academic staff in Malaysian Private Universities.

- ii. To study the impact between resiliency and stress management among academic staff in Malaysian Private Universities.

1.4 Research Questions

1.4.1 General Research Question

What are the impacts of emotional intelligence and resiliency on stress management among academic staff in Malaysian Private Universities?

1.4.2 Specific Research Questions

- i. What are the impacts between emotional intelligence and stress management among academic staff in Malaysian Private Universities?

- ii. What are the impacts between resiliency and stress management among academic staff in Malaysian Private Universities?

1.5 Hypotheses of the Study

H1: There is a positive impact between emotional intelligence and stress management among academic staff in Malaysian Private Universities.

H2: There is a positive impact between resilience and stress management among academic staff in Malaysian Private Universities.

1.6 Significance of the Study

In today's modern workplace, employees who experience significant levels of stress can bring harm to psychological and physiological well-being. However, past studies that were conducted on stress management in Malaysia have mostly focused on students and mainly more on public universities, there are only limited empirical studies have been conducted on academic staff in private universities. Thus, there is limited knowledge and information on stress management among academic staff in Malaysian Private Universities context. Hence, findings of this study are very crucial, and these results of the study will be beneficial to the tertiary institution management, Ministry of Higher Education Level, and future academic research.

First and foremost, by examining the impacts of emotional intelligence and resiliency on stress management, the management of higher educational can have more appropriate guidelines and initiatives to facilitate the employees with effective training so that they gain knowledge on the method to improve their stress management. For instance, management can design stress management training which includes relaxation techniques, time management, goal setting, career life planning and conflict resolution. Management can also organize seminars on job burnout which is a workshop for academic staff to understand nature and symptoms of job

problems as well as develop coping skill for them. Therefore, improving the efficiency of academic staff and increase the productivity of the institution. Productivity can be boosted if management are able to deal with stress because working stress produces issues that significantly impact their health and institution's productivity which can result in problems such as job dissatisfaction, alcoholism, absenteeism, health diseases, and poor performance on the job. Numerous organizations used stress management programmes that resulted in a drop in absenteeism, a decrease in sickness and accident costs, and improvement in job performance (Jallow, 2020).

Furthermore, this finding may be of use to the Ministry of Higher Education in discussing the implementation of policies or strategies in Malaysian Private educational institutions. Based on this finding, it provides decision-makers with a deeper understanding of how to improve the education system. For example, the Ministry of Higher Education should encourage private universities to provide a health care centres with counselling service provided that give assistance and intervention for academic staff that has higher indication of distress. This, in turn, may lead to an improvement in the working environment for the education industry, which may result in an increase in overall job engagement and performance. As a consequence of this, there is a possibility that the economic well-being and overall growth of the nation may improve.

Lastly, based on this study's findings, there is an opportunity to broaden the existing research on stress management among academic staff in Malaysian Private Universities. Despite the prevalence of stress among people today, there is still lack of research on stress management among academic staff in universities. Existing studies have largely concentrated on the causes of stress among students or academic staff instead of topic regarding coping and stress management. Furthermore, previous studies on stress management in Malaysia have focused primarily on either students or public universities, the teaching profession has received limited attention in stress research, particularly among academic staff in private universities. Hence, the present study can help to enhance knowledge and give an in-depth understanding on the stress management, filling unfilled gap in the existing literature.

1.7 Chapter Layout

Chapter 1 serves as an introductory chapter, providing a general view of the research context. This chapter will be divided into six subchapters, which include the research background, problem statement, research objectives, research questions, hypotheses and the significance of the research. In this chapter, the issue and research gap will be identified, research background and problem statement will be discussed, research objective will be outlined, research question will be established, and the hypotheses will be tested.

Chapter 2 provides the research framework for the current research, a thorough literature review on the study of stress management, and a detailed explanation of the identified issues and research gap. In this chapter, the study will collect information on the topic chosen from secondary data sources. The study will summarize the literature by contrasting the views of different authors on the particular factor and summarize the authors that reach similar conclusions and highlights the points where the authors disagree.

Chapter 3 provides the research methodology in detail. In this chapter, the study will describe the ways the research is conducted, including study design, ways to collect data, sampling methodology, research instrument used, measurement scales, data processing and the analytical techniques employed.

1.8 Chapter Summary

To conclude, this chapter attempted to provide a description of the current study, that mainly addresses the issue of low stress management among academic staff in Malaysian Private Universities. The research purpose is to investigate the impact of emotional intelligence and resiliency on stress management among academic staff in Malaysian Private Universities. In the following chapter 2, the study will conduct a comprehensive review of relevant literatures to support the hypotheses of the study and develop a good conceptual framework.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

A literature review is a compilation of studies related to a specific topic from the available resources. It lists and summarizes every related analysis done on a specific topic. Reviews of the literature aid in the creation of hypotheses proposed, conceptual frameworks, and supporting theories.

2.1 Underlying Theories

2.1.1 Mayer and Salovey's Model <IV>

Mayer and Salovey (1997) defined emotional intelligence as a set of cognitive abilities separate from but related to Intelligence. Emotion perception, emotion comprehension, emotional facilitation, and emotion management are the four characteristics that make up this paradigm. (Mayer & Salovey, 1997). These branches, which grow as a person evolves, are arranged in order from fundamental to higher-order talents (Mayer & Salovey, 1997).

Emotion perception is the term used to describe the ability to identify one's own feelings as well as those of other people. Recognizing nonverbal signs and emotions conveyed by visual stimuli such as paintings and landscapes is another requirement (Mayer & Salovey, 2003). Emotions can facilitate thinking in three distinct ways: by pointing out significant contextual shifts, by altering people's moods, and by supporting individuals in perceiving a problem from a variety of perspectives. Thirdly, facilitation allows for multiple ways of thinking to be supported.

To have a complete comprehension of emotions, one must have a working familiarity with their terminology, as well as an awareness of how the various feelings can interact with one another to generate new feelings that develop over time. When an individual

can regulate their emotions, they can also have the ability to control the emotions of people around them.

2.1.2 Resiliency theory <IV>

Norman Garmezy, a developmental psychologist from the University of Minnesota, is a prominent figure in the development of resilience theory. His pioneering research on resilience focused on identifying the factors that could help individuals protect themselves from mental illness. These factors include motivation, cognitive abilities, societal changes, and personal expression. The degree to which individuals are resilient determines the speed in which and the extent to which oneself can recover from the detrimental effects of adversity, stress, or dissatisfaction. According to the theory of resilience, the way people respond to adversity, rather than the nature of the adversity itself, is the most significant component in determining whether they are resilient. This is true regardless of the specific nature of the adversity that people face. Not only does having resilience make it easier for them to go through stressful circumstances, but it also makes it possible for them to bounce back from those experiences and even grow as a direct result of the challenges individuals have overcome, because it makes it easier for people to recover from stressful situations, resilience is a key factor in ensuring that people withstand them (Moore, 2022).

2.1.3 Job Demand Control theory (JDC) <DV>

The theory of job demand control is a job analysis method that assists in studying workplace stress and preventing stress-induced illnesses, injuries, and exhaustion. The article examines the sources of demand in the interpreting industry, which may arise from non-linguistic factors, in addition to language-related concerns. According to Karasek & Theorell (1990), the demand-control model proposes that every workplace can be characterized by two aspects - the psychological demands of the employee's jobs and the level of control they have over those demands. Research on occupational stress has been primarily conducted using the Job Demand-Control (JDC) model and

its expanded form, the Job Demand-Control-Support model, for more than 20 years. According to the JCD model, workplace stress is created by the interaction of two factors: psychological job demands and occupational control.

Traditionally, psychological stress related to heavy workloads was believed to be primarily caused by time constraints and role conflicts (Karasek, 1985). However, in modern times, the concept of psychological demand encompasses additional factors such as interpersonal conflict, cognitive and emotional demands, and emotional demands. Job control comprises two critical elements: choice authority, which refers to a worker's ability to make decisions about their job, and skill discretion, which relates to the range of skills used by the worker in their job and is also known as decision latitude. According to the JCD theory, individuals who experience psychological pressure at work, leading to stress and adverse health effects, tend to have high expectations but limited ways to modify those expectations (Karasek, 1985).

The purpose of creating the model was to address the social aspect of social welfare. The JCDS model suggests that having a robust social circle can help alleviate the negative impact of work-related stress on a person's overall well-being. According to Karasek's theory from 1985, workers who face iso-strain, meaning high pressure and insufficient control with inadequate workplace support, are more prone to experiencing physical and mental health issues.

2.2 Review of Literature

2.2.1 Stress Management [Dependent Variable]

The concept under stress management according to Khagendra et al. (2018) stated that people experience varying levels of stress and perceive stress differently depending on the situation and their coping abilities and strategies. Coping strategies refer to the ways in which individuals manage external and internal demands that are seen as overwhelming or exceeding their personal resources. These demands require cognitive and behavioral efforts to manage the stressful condition or associated emotional distress.

Coping strategies are heavily influenced by a person's cognitive and behavioral processes, which play a significant role in the management of stress. In this regard, the understanding of coping strategies is essential for effective stress management. It is also important to note that coping strategies may differ from person to person and from situation to situation. Therefore, it is necessary to identify and tailor coping strategies to meet individual needs and demands.

According to Harlow (2008) suggested that direct action coping is effective for reducing work-related stress, opposing Kyriacou's (2000) view that it only helps with personal stress. However, Nerney (2020) argues that stress coping strategies must consider individual differences to be useful. Foretes-Ferreira et al. (2006) agree with Harlow that directive coping benefits employees' psychological health and manages their work-related stress. Moreover, palliative coping was introduced and according to Harlow (2008), it was found to be ineffective in managing work-related stress. This perspective is consistent with Kyriacou's (2000) view that palliative coping only provides temporary relief from the unpleasant feelings caused by stress but does not actually reduce the level of stress. However, Foretes-Ferreira et al. (2006) study found that using palliative coping strategies was positively associated with the employees' ability to manage work-related stress, which contradicts the ideas put forth by Harlow and Kyriacou.

Hence, this study believes that direct action coping and palliative coping strategies are significant aspect in stress management. Firstly, direct action coping strategies refer to the steps of an individual in determining the source of stress and then implements a solution that effectively eliminates the stressor. In this study, academic staff can utilize direct action coping strategies to manage stress effectively by taking practical steps to address the root cause of their stress. Examples of such strategies include time management, problem-solving, and seeking social support. Time management entails setting achievable goals and prioritizing tasks to reduce workload and improve productivity. Problem-solving involves identifying the source of stress and developing a plan to address it. Seeking social support entails reaching out to colleagues or friends and discussing the cause of stress with them to receive their advice or assistance. These mentioned strategies have been shown useful in reducing faculty stress according to (Salimzadeh et al., 2021). On the other hand, palliative coping is a type of coping

mechanism that does not tackle the root cause of stress but aims to alleviate negative emotions associated with it. It provides temporary relief rather than a permanent solution. There are two types of palliative coping methods: physical and mental. Physical methods include relaxation techniques, such as deep breathing or meditation, which can reduce physical symptoms of stress. Mental strategies involve changing one's perception of the stressful situation, making it less threatening and reducing feelings of stress. (Harlow, 2008). Hence, the study strongly agree that direct coping and paliative coping might be best used for measuring stress management in this study.

2.2.2 Emotional Intelligence [Independent Variable]

Emotional intelligence is the ability to understand and interpret emotions, their interrelationship, and how to reason and solve problems related to them. Those with high emotional intelligence cope better with stress by analyzing their emotions accurately, expressing them appropriately, and managing their moods effectively. Emotional intelligence helps individuals to feel as though they can handle challenging events they encounter in life (Mohammadi et al., 2022).

The following are some major emotional intelligence elements. Self-awareness is a measure of how well an individual know about themselves. The degree to which people are able to manage and regulate their emotions is known as self- regulation. Self-Motivation is an emotional predisposition that makes achieving goals easier was the dimension supported by Mohammadi et al. (2022), that was acknowledged and supported by Nerney (2020), which the study found that self-focused and other-focused emotional management may have varying effects on several facets of life. Self-management promotes both mental and physical health. Consequently, self-focused EI is expected to have good effects on managing individuals' stress level and well-being. Empathy is the awareness of the wants and needs of others. Social skills are the ability to interact with others in ways that are beneficial, which are both agreed by Mohammadi et al. (2022), noted that helping others strengthens familial relationships, and fostering empathy improves the ability to deal with stressful emotions. The present study found a significant correlation between empathy and stress management techniques. However,

Bar-On (2004) disagreed with this dimension and instead proposed emotional social intelligence as a more appropriate concept. However, Nerney (2020) criticized Bar-On's concept, stating that it has minimal overlap with cognitive abilities and personality traits, and thus cannot accurately predict an individual's stress management abilities.

This study agree with the dimensions of self-awareness, self-regulation, self-motivation, empathy, and social skills are significant in measuring individuals' stress management. Firstly, self-awareness is a crucial aspect of emotional intelligence, as it serves as the foundation for developing other components of emotional intelligence (Rafiq & Naveed, 2020). By being self-aware, academic staff can identify their thoughts, emotions, and actions as indications of their general well-being. Other than that, self-regulation involves the ability to manage one's emotions and behavior in the face of challenging situations (Ramli et al., 2018). Academic staff who possess good self-regulation skills can effectively manage stressful situations such as a heavy workload, meeting deadlines, etc. Moreover, individuals who are self-motivated and have a clear sense of purpose in their work tend to experience higher levels of psychological well-being and fewer symptoms of stress (Asadullah & Abdullah, 2019). Therefore, academic staff who are highly motivated in their pursuit of their academic goals and have a clear understanding of the importance of their work are more likely to have an easier time managing stress. Additionally, empathy is important aspect of emotional intelligence, because by developing individual's capacity for empathy is one of the most effective methods to reduce work-related stress (Park et al., 2015). By practicing empathy, academic staff can foster a more positive and supportive work environment, which can in turn reduce stress levels. Lastly, social skills are essential in managing stress among academic staff as it helps them to interact with others and alleviate feelings of isolation and stress (Almeida Santos & Soares, 2020). Hence, this study strongly agree that self-awareness, self-regulation, self-motivation, empathy, and social skills are the best dimensions to measure academic staff's stress management.

2.2.3 Resiliency [Independent Variable]

Resilience is more than just bouncing back from adversity. It is a complex combination of biological, psychological, social, and cultural factors that affect how individuals respond to stress. As a coping mechanism for stress, resilience can be an effective intervention for anxiety, depression, and stress reactivity (Southwick et al., 2014).

Firstly, Amir and Standen (2012) agreed with few dimensions under resilience, firstly perseverance, was supported by Luthans et al. (2007), stating that perseverance is often associated with the ability to persist through difficult situations, but Ward et al. (2021), argue that self-efficacy is a more important factor. High self-efficacy can enhance one's ability to respond positively to stressful and traumatic situations. Other than that, Amir et al. (2012) suggested that positive emotion is important under the aspect of resilience, which was supported by Ward et al. (2021), noting that in the setting of uncontrollable stressors, emotion-focused coping is more applicable to manage individual level of stress, but this dimension was ignored by Luthans et al. (2007). On the other hand, commitment to growth was agreed by both Luthans et al. (2007) and Amir et al. (2012), describing that this element supports the a theoretical concept of resilience, with a traditional emphasis on sustaining effort in the face of adversity and a view of adversity as an opportunity to develop one's psychological capability and personal growth, however, Ward et al. (2021) suggest that individuals' personality traits are the determinants of the level of resilience of an individual when facing adverse situations.

Therefore, this study agrees with the dimensions of perseverance, positive emotion, and commitment to grow. Firstly, academic staff who are perseverant are more likely to persist in their research even in the face of setbacks or rejections. For example, a researcher who receives negative feedback on a grant proposal may use it as an opportunity to refine their proposal and resubmit it rather than giving up on the project. Moreover, academic staff can benefit from positive emotion by maintaining a positive attitude towards their work, even during difficult situations. For example, if a professor receives negative feedback from students, they can view it as an opportunity for improvement rather than a failure, leading to positive emotions and increased resilience. Lastly, commitment to growth means being proactive in developing oneself and seeing

challenges as opportunities for personal improvement. (Blatt, 2009). Resilient academic staff may embrace challenges in their work to enhance their skills and knowledge. By committing to growth, they can become more resilient and better equipped to handle future challenges in their career. Hence, this study strongly agrees that the dimension of perseverance, positive emotion, and commitment to grow is best to measure academic staff's stress management.

2.3 Proposed Conceptual Framework

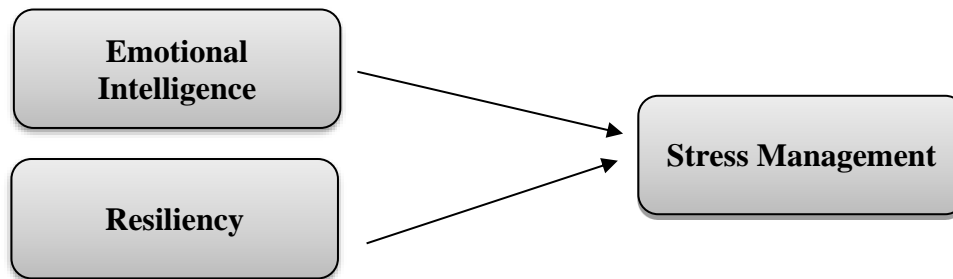


Figure 2.1 Conceptual Framework Model

2.3.1 Relationship between Emotional Intelligence and Stress Management

Managing stress is crucial for personal growth and development and is linked to emotional intelligence. To achieve personal and social harmony, people need to align their personal traits with environmental conditions, which requires coping methods that establish balance. These methods can involve modifying external factors such as energy levels, objectives, desires, and the environment itself. Emotional intelligence and stress coping strategies are essential for achieving this balance. Salovey and Sluyter (1997) were the first to identify the relationship between emotional intelligence and an individual's ability to better understand and regulate their feelings and emotions, thereby influencing their behavior.

Emotional intelligence refers to an individual's ability to recognize, process, regulate, and express their emotions, as well as understand and empathize with others' emotions. It involves being mindful of one's and others' feelings and using this knowledge to make decisions. Goleman (1998) has identified five dimensions to evaluate emotional intelligence: self-awareness, drive, self-regulation, empathy, and social skills. These dimensions measure how well individuals know themselves, their ability to accomplish goals, manage emotions, understand the needs and desires of others, and positively influence others. Emotional intelligence is essential for personal and professional success.

To be emotionally intelligent means to be able to identify your own and other people's emotions. Occupational stress is described by Ross and Altmaier (1994) as the "interaction of the work conditions and the worker's traits in such a way that the demands of the job are greater than the employee can handle them". Considering that emotional intelligence and workplace stress are now topics that today's organizations are deeply concerned about, understanding how the two are related is crucial. In keeping with that, extensive research has been done to comprehend the link between emotional intelligence and the stress of employment (Krishankumar & Lalita, 2014; Belias et al., 2013; Nayak, 2014; Nagra & Kumar, 2016).

Most studies revealed a strong link between work stress and emotional intelligence. In other words, as someone's emotional intelligence rises, so does his capacity to handle stress. To put it another way, people with higher emotional intelligence are less stressed. By way of explanation, employees who can control their own and others' sentiments and emotions are better equipped to deal with stress at work, which improves their performance.

The research was found that the Bar-On Model which was developed by Reuven Bar-On, this model consists of five main areas of emotional and social functioning, including intrapersonal, interpersonal, adaptability, stress management, and general mood. A study published in the Journal of Health Psychology in 2016 found that emotional intelligence, as measured by the Bar-On model, was positively related to stress management, and coping strategies among academic staff (Mikolajczak et al., 2016). By understanding the different components of emotional intelligence and how

they relate to stress management, academic staff can develop strategies to improve their emotional intelligence skills and better cope with their workload and other sources of stress as they are able to identify their emotional strengths and weaknesses.

The Trait Emotional Intelligence Theory views emotional intelligence as a set of personality traits that enable the recognition, comprehension, control, and effective use of emotions. These traits, including emotional perception, understanding, regulation, and utilization, can assist academic staff in private universities in managing stress. Emotional perception entails accurately identifying emotions, while emotional understanding involves comprehending the influence of emotions on behavior. Emotional regulation involves managing one's emotions and responses, and emotional utilization involves using emotions productively to guide decision-making. The theory proposes that academic staff with high emotional intelligence can better manage stress by utilizing these traits in a positive and adaptive way in the academic setting (Petrides & Mavroveli, 2018)

Academic staff can improve their emotional intelligence by practicing emotional perception, understanding, regulation, and utilization skills. Empathy, active listening, and nonverbal communication can help them improve their emotional perception. Besides, they can improve their emotional understanding through taking courses or reading about emotional intelligence. They can also utilize relaxation techniques, engage in physical activity, or seek help from coworkers or friends to better regulate their emotions. To effectively utilize their emotions, they can develop goals that correspond with their values, practice positive self-talk, and focus on their strengths. By developing their emotional intelligence using these traits, academic staff can become better equipped to manage stress and preserve their overall well-being since they are now better in recognizing and responding to their own emotions, understanding how emotions impact behavior, developing strategies to manage emotions in response to stress, and using emotions to adapt to challenging situations.

2.3.2 Relationship between Resiliency and Stress Management

Despite the severity of stressors, individuals may not necessarily suffer from physical or psychological problems because of their stressful experiences. Resilience refers to an individual's ability to respond to stressful situations in an adaptive manner (Southwick et al., 2014). The ability to manage stress is closely linked to resilience, as an individual's coping strategies are influenced by their level of resilience, and their inability to effectively manage stress can affect their resilience (Booth & Neill, 2017).

The ability to be resilient can serve as a protective factor against various mental health conditions, such as anxiety and sadness, even in the face of risk factors such as bullying or past trauma. Resilience refers to the capability to manage one's reaction to difficult circumstances, preventing feelings of being overwhelmed and enabling effective coping strategies. Everyone's response to stress may differ, but those who exhibit resilience will possess adaptive mechanisms to navigate challenging situations. Nevertheless, resilience may decline over time as individual experiences more stressors or prolonged exposure to them. The plasticity of the brain means that it has the potential to adapt and change. While stress management involves managing daily transactions and maintaining a healthy balance, building an investment portfolio can be considered a resilient behavior. Workplace psychologists have long focused on developing resilience as a precursor to effective stress management.

Resiliency theory suggests that individuals can overcome adversity and bounce back from difficult experiences, even in the face of significant stressors. This study also provides an argument about the resiliency is a dynamic process that mean resiliency theory recognizes that resilience is not a fixed trait or characteristic, but rather a dynamic process that can be developed and strengthened over time. This means that even individuals who may initially struggle to cope with adversity can build their resiliency through various strategies and interventions (Luther & Cicchetti, 2018).

The Transactional Model of Stress and Coping Theory can support the relationship between resiliency and stress management proposes that stress is determined by an individual's subjective appraisal of events and their ability to cope. Academic staff at

private universities face stressors like heavy workloads and time pressures, which trigger stress responses. Resiliency, the ability to bounce back from adversity, may play a crucial role in how academic staff cope with stress. Resilient staff may view stressors as challenges and use adaptive coping strategies, while less resilient staff may resort to maladaptive strategies such as substance use or avoidance. Therefore, academic staff can increase their resilience by cultivating positive coping strategies such as mindfulness, problem-solving, and seeking social support. They can also develop a growth mindset, which involves viewing challenges as opportunities for growth and learning. Additionally, practicing self-care activities such as exercise, sleep, and nutrition can boost resilience and overall well-being. Higher resilience may facilitate effective stress management among academic staff which lead to better job satisfaction and a greater sense of control over one's work environment, suggesting a positive relationship between resiliency and stress management, according to the Transactional Model of Stress and Coping (Folkman, 2013).

2.4 Hypothesis Development

2.4.1 Emotional Intelligence and Stress Management

H1: There is a positive significant impact between emotional intelligence and stress management among academic staff in Malaysian Private Universities.

According to Albeshar and Alsaeed (2015), the study supports that emotional intelligence have positive significant relationship with stress management by noting that, emotional intelligence helps individuals handle stress effectively by aligning their unique attributes with environmental circumstances. This involves regulating external elements such as energy, goals, desires, and the environment itself. Other than that, Gül (2020) also supported the notion that there is a positive significant relationship between two variables, by stating that those with high emotional intelligence experience less stress, individuals with high emotional intelligence are successful at managing stress, even if they are unaware of it. However, Lea et al. (2019), disagree with the notions above by arguing that emotional intelligence cannot be fully hypothesized that there are

significant relationship between emotional intelligence and stress management due to it greatly dependent on both the nature of the stress being experienced and the method used to quantify emotional intelligence.

Thus, this study strongly agree that emotional intelligence has significant positive impact with stress management, implying that high emotional intelligence can lead to better stress management of academic staff. This is supported by the study of Banga (2019) and Chong et al. (2019) which proved that emotional intelligence could predict the stress management of academicians in private higher educational institutions.

Firstly, academic staff in these institutions face a variety of stressors, these stressors can lead to burnout. Thus, academic staff needs to be emotionally stable by seeking social support and discussing on the problem faced, for instances, speaking the problem faced with colleagues or family members greatly help academic staff to deal with their stress at work, which is supported by the study of Mark and Smith (2018). The study also found that academic staff can put problem into perspective, so that they are able to see things differently, and enable them to feel things differently as well instead of stressing oneself or aggressing own mind to overthink and feel stress. Other than that, prioritizing task and planning is the most efficient ways for academic staff to deal with their work stress (Mark & Smith, 2018). This shows that by increasing self-regulation through prioritizing task and planning or setting personal goals, self-awareness through noticing that the stress level is high and should take breaks, and social skills through seeking help from colleagues or family member, the increase in these aspect will eventually increase one's emotional intelligence and in turn, can greatly help academic staff to deal with work-related stress, also meaning that improve in better stress management.

The study of Mark and Smith (2018), found that communication type approach is the most popular way of academic staff to deal with their stress, implying that seeking advice from colleagues or family member is the most typical way of how academic staff lessen their work-related stress through talking it out with someone. Moving on, according to Arora (2017), to improve emotional intelligence when academic staff faces heavy workload or various deadline, one must know themselves well, understand what are their strength and limitations, if they know they are unable to finish the task in a

given time, they must do beforehand planning or prioritizing tasks that they know they need to spend more time on it. Other than that, academic staff shall be able to control one's emotion well by cognitive reframing involves changing thought patterns to alter emotional responses to a situation. When an academic who experiences repeated research rejections might reframe their thinking from a self-critical perspective such as 'is my research skills that bad' to one that seeks areas for improvement such as 'is there any improvement needed to make so that my research can be accepted', leading to better emotional regulation. Moreover, to be high in emotional intelligence when academic staff may need to attend workshops or training programs to stay relevant in the field, they must be self-motivated, by being willingness to learn, they should motivate themselves and see this as an opportunity to learn and grow, so that they can make more meaningful contributions to their research or teaching. By using these strategies, academic staff can build their emotional intelligence and better manage stress, allowing them to know oneself better, regulate one's emotion, and seek advice when things are required (Arora, 2017).

Academic staff having a high level of emotional intelligence can have a substantial impact on stress management from multiple perspectives. At the individual level, individuals with a greater degree of emotional intelligence are better equipped to effectively recognize and manage their own emotions, leading to the implementation of more positive coping strategies when faced with stress. They are also more capable of understanding and empathizing with the emotions of others, promoting improved communication and conflict resolution, which ultimately decreases interpersonal stress (Ramesar et al., 2009).

At an organizational level, academic staff with elevated emotional intelligence can make a significant contribution to the creation of a more positive work environment, leading to heightened job satisfaction, improved work relationships, and decreased stress levels. This ultimately generates a more productive and efficient workplace, with lower staff turnover and absenteeism rates (Ramesar et al., 2009).

Additionally, possessing good emotional intelligence can positively impact relationships with colleagues and students, enabling more effective communication, collaboration, and conflict resolution, thereby diminishing stress sources related to

interpersonal dynamics and fostering a more supportive work environment. Furthermore, academic staff with a high level of emotional intelligence may be more adept at identifying and addressing potential stress sources before they become overwhelming, thus enabling a proactive approach to stress management (Ramesar et al., 2009).

2.4.2 Resiliency and Stress Management

H2: There is a positive significant impact between resiliency and stress management among academic staff in Malaysian Private Universities.

According to Rumburg (2019), found that resilience has a significant impact on stress management, stating that in the event of a stressor, it is true that fostering resilience can assist lower the level of stress and accelerate recovery. The notion was also supported by Codonhato et al., (2018), suggesting that individual's level of resilience is important for stress management. However, according to Shatté et al., (2017), argued that the direction of interaction differed across work outcomes, making it more difficult to interpret the observed relations. This suggests that having a supportive work environment accentuates having stronger resilience, implying that researchers cannot accurately measure that resilience have significant relationship with stress management due to different results of the studies. As demonstrated, interaction effects differed by outcome. The effect of higher resilience on stress, burnout, and sleep issues was stronger for individuals in low-stress job conditions. For depression, absenteeism, and productivity, however, the benefit of higher resilience was stronger under conditions of high stress.

The study strongly believes that there is significant positive impact between resilience and stress management, implying that the high level of resilience is important for academic staff to overcome and manage their stress that leads to good stress management. Resilience serves as resources that help individuals deal with difficulties. (University of Nottingham, 2011). To imply on the study, when an academic staff who is facing teaching failure where students getting poor grades under their teaching, by

fostering a growth mindset can help them to stay motivated (Han and Stieha, 2020), they shall reflect on their teaching practices, by looking at the student evaluation, to identify what is working well and what area shall be improve according to the students, so that they can come up with a new teaching strategies, and help more students in the future. Other than that, to balance work and personal life must be difficult for academic staff, especially during the busy time of academic year or when unexpected event occur, for example, during the COVID-19 pandemic where academic staff must transition the examinations from physical format to online format, to balance the work and personal life, they must use self-care practices by setting boundaries for their work and personal life (Rupert and Dorociak, 2019), by creating schedule such as exercise or spending time with family or friends so that they can improve overall well-being and better manage the demands of their work. Moreover, academic staff may face deadlines such as course preparation before a semester starts, to avoid missing deadlines, they must set realistic goals for themselves (Han and Stieha, 2020), such as breaking down tasks to smaller parts and achieve them in one step at a time, so that it can help them build confidence and motivated to produce high quality work to help themselves and the students. Overall, by using these strategies, academic staff can build their resilience and better manage stress, allowing them to remain productive, engaged, and fulfilled in their work.

Effective resilience has a substantial influence on stress management for academic staff at private universities. The ability to adjust positively to stressful situations, recover from failures, and maintain a positive attitude is what resilience provides. This attribute can assist academic staff in coping better with the demanding requirements of their jobs, such as managing large workloads, meeting deadlines, and dealing with challenging colleagues or students. Furthermore, individuals with good resilience are less likely to experience burnout, which can lead to decreased productivity and increased absenteeism. In conclusion, good resilience can improve stress management and promote a healthier work environment for academic staff at private universities (Rumburg, 2019).

2.5 Chapter Summary

This chapter introduces and explains the underlying theories related to the study, which are Mayer and Salovey's Model, Resilience Theory, and Job Demand Control Theory. It also provides a literature review that defines the dependent variable, which is stress management, and independent variables, which are emotional intelligence and resilience. A conceptual framework is proposed to discuss the relationships between the variables mentioned above, and hypotheses are formulated based on the group's standpoint and the conceptual framework. In the next chapter, appropriate statistical analyses will be used to test the validity of the established theories and hypotheses.

CHAPTER 3: RESEARCH METHADODOLOGY

3.0 Introduction

In this chapter, the research process was presented step by step, including research design, data collection methods, sampling design, research instrument, construct measurement, data processing, and data analysis. To collect data and test variables, questionnaires have been developed for the respondents to complete. The target population for this study is the academic staff of the top five private universities in Malaysia, as there is limited research on this topic in the field. Various platform had been used such as email and Microsoft Team to send the questionnaires and collect the data from respondents. At the end of this chapter, it should give us a more thoroughly discussion on the research methods applied and give us accurate and reliable data to research on the topic chosen.

3.1 Research Design

Quantitative research is often used to test hypotheses or research questions or in causal research designs whereas qualitative research is typically used to uncover ideas and in exploratory research using general research objects. Exploratory research examines a topic that has not been completely studied, and it must be conducted by researchers in order to gain a deeper understanding of the topic or situation. In contrast, causal research is performed to identify one or more variables that may influence other variables (Ahmad et al., 2019). Therefore, quantitative research method is the best method for this study to use due to hypothesis is needed to test for this research, such as if there is a positive or negative significant impact between IV and DV. Moreover, quantitative research usually involves bigger sample size which this study is required to do so to get reliable results. Besides, the study used causal research to test, such as if there is a positive or negative significant impact between emotional intelligence, resiliency, and stress management among academic staff in Malaysian private universities.

3.2 Data Collection Method

According to Khabir (2016), data collection is the process of gathering information from different sources to answer research questions, evaluate hypotheses, and analyze results. This study will employ experiment and questionnaires to acquire the primary data for the research. In this study, experiment was used to collect data by altering certain variables and observing the impact on other variables. The variables that are modified are known as independent variables, while the variables that change in response to the modifications are referred to as dependent variables, which in this study, the emotional intelligence and resiliency is the independent variables and stress management is the study's dependent variable, so the study is testing if both the independent variable has any significant impact on the dependent variable. Other than that, questionnaires were sent to collect responses from respondents to understand the factors that will lead to poor or good stress management. Questionnaires consist of few different sections, which one is to gather the demographic profile of respondents and the other sections are regarding about the variables such as emotional intelligence, resiliency, and stress management. Due to the time-consuming nature, the study does not prefer to use the interview approach during this research. Thus, this study used experiment and questionnaire to collect the primary data.

3.3 Sampling Design

3.3.1 Target Population

This study targets academic staff in the Top 5 Malaysian private universities which are Taylor's University, UCSI University, Universiti Teknologi Petronas (UTP), Sunway University and Universiti Tunku Abdul Rahman (UTAR) to study the impact of emotional intelligence and resilience on stress management. The reason of choosing the Top 5 private universities is because they are the benchmark for the rest of the private universities in Malaysia.

Table 3.1:
Population Size for each University

Universities	No of Academic Staff
Taylor's University	445
UCSI University	509
Universiti Teknologi Petronas (UTP)	285
Sunway University	331
Universiti Tunku Abdul Rahman (UTAR)	753
Total	2323

The population size of this study is 2323 which the size is calculated from the staff directory of each university website. The target population of this study is academic staff which include, tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor, and professor.

3.3.2 Sampling Frame and Sampling Location

The sampling frame can be obtained through each of the universities' staff directory on their website. There are totaled of 2323 academic staff in Top 5 Malaysian Private Universities and the sample was drawn from a list of population elements. The population for the academic staff of Top 5 Malaysian private university are totaled to 2323. Thus, according to Krejcie and Morgan 1970, the suitable sample size to use for this study is 331. To determine the number of academic staff selected for this study, proportional stratified sampling was used.

Table 3.2:
Sampling Frame

Universities	No of Academic Staff	Percentage of Academic Staff	No. of Academic Staff Selected for the Sample
Taylor's University	445	$445/2323 = 19.16\%$	$331 \times 19.16\% = 63$

UCSI University	509	$509/2323 = 21.91\%$	$331 \times 21.91\% = 73$
Universiti Teknologi Petronas (UTP)	285	$285/2323 = 12.27\%$	$331 \times 12.27\% = 41$
Sunway University	331	$331/2323 = 14.25\%$	$331 \times 14.25\% = 47$
Universiti Tunku Abdul Rahman (UTAR)	753	$753/2323 = 32.41\%$	$331 \times 32.41\% = 107$
Total	2323	100%	331

3.3.3 Sampling Elements

In this study, the potential respondents are academic staff of Top 5 Malaysian Private Universities in Perak, Kuala Lumpur and Selangor which includes tutor, assistant lecturer, lecturer, senior lecturer, assistant professor, associate professor and professor.

3.3.4 Sampling Technique

The sampling technique used in this study is probability sampling technique because the study contains a complete list of the population, and this sampling technique can give every member of the population to have a chance to be selected, this can also minimize the sampling bias in this research. The study chose to use proportional stratified sample under probability sampling since it provides the most accurate representation of the whole population. The population is divided into groups based on universities and randomly selects subsamples from each group. The subsamples are then sampled proportionally to their size in the population, so that each stratum contributes a proportionate number of individuals to the sample. At first, the number of academic staff from each university is calculated through the staff directory webpage, after calculated for the population, the proportional sample is determined by the percentage of number of academic staff of each university. When the sample size for each stratum has been determined, individuals from each stratum were randomly

selected to be include in the sample. This can be done using random number generator from online. Once the sample has been selected and data collected, analyze the data using appropriate statistical methods to draw conclusions about the population of interest.

3.3.5 Sampling Size

In this study, according to the table proposed by Krejcie and Morgan (1970), the sample size can be identified by the estimated population size. As this study’s population size is 2323 which fall between the range of 2200 and 2400. The sample size for a population of 220 is 327, while a population of 2400 is 331. Considering 2323 is closer to 2400, the sample size of **331** is regarded appropriate and suitable for this research. Since the minimum sample size required is 331 to consider appropriate, this study inflated the distribution of questionnaire to 1781 respondents because of the low respond rate and to ensure that sufficient responses can collect for this study.

Table 3.3:

Inflated Questionnaires Distribution

Universities	Minimum Sample Size	Inflated Distributed Questionnaires to Target Population
Taylor’s University	63	302
UCSI University	73	442
Universiti Teknologi Petronas (UTP)	41	216
Sunway University	47	287
Universiti Tunku Abdul Rahman (UTAR)	107	534
Total	2323	1781

3.4 Research Instrument

The research tool for this study is a questionnaire. This is because questionnaires are the easiest and most accurate way to get information directly from the target audiences. The questions in questionnaires are simple and to the point so that the target audiences can understand what is being asked of them when the questionnaire is put in front of them. All of the questions of the questionnaires are closed-ended, which means that there are only a few possible answers. Respondents are asked to pick the answer that comes closest to their own point of view. Also, closed-ended questions are chosen instead of open-ended ones because there's a chance that respondents would either skip the questions or answer them based on what was easiest for them. This could lead to the study of getting wrong information or not getting enough information for the research topic. Also, there is a high response rate for closed-ended questions because people will not have to type long answers like they do for open-ended questions. It is quick and easy for people to fill out the information.

Other than that, the questionnaire is divided into Section A, where the questions asked respondents about their demographics, Section B, which consists of 25 questions pertaining to the first independent variable, Emotional Intelligence, Section C, which consists of 18 questions pertaining to the second independent variable, Resiliency, and Section D, which consists of 22 questions pertaining to the dependent variable.

Next, the procedures from the start to the end, information is gathered from different sources of journal from Google Scholar and UTAR Web Library so that the questionnaires can developed based on the journals. Then, the questionnaires are distributed through email and Microsoft Team to reach the target population.

There are also some negative questions used in the questionnaires, 9 questions which fall under emotional intelligence, none from resiliency and 4 questions fall under stress management. For these negative questions, reverse scoring was used to these questions so that the data can maintain consistent, and no error appeared during data analyzing.

3.5 Constructs Measurement (Scale and Operational Definitions)

Table 3.4:

Matching Matrix

Emotional Intelligence	Self-awareness	I can explain my actions.	Adopted from Mohammadi, F. & Shoaakazemi, M. (2022). The relationship between emotional intelligence and parental stress management during the Covid-19 pandemic. <i>Brian and Behavior</i> . 2-7.
		Other people don't see me as I see myself.	
		I understood the feedback that others gave me.	
		I can describe accurately what I am feeling.	
		Things that happen in my life make sense to me.	
	Self-regulation	I can stay calm, even in difficult circumstances	
		I am prone to outbursts of rage	
		I feel miserable	
		I get irritated by things, other people or myself.	
		I get carried away and do things I regret	
	Self-motivation	I am clear about my goals for the future.	
		My career is moving in the right direction.	
		I find it hard to maintain my enthusiasm when I encounter setbacks.	
		I feel excited when I think of my goals.	
		I act consistently to move towards my goals.	
	Empathy	My colleagues are uncommunicative	
		I get on well with each of my work colleagues	
		I find it easy to "read" other people's emotions	

		It's unpredictable how my colleagues will feel in any given situation	
		People choose to work with me in preference to equally talented colleagues.	
	Social Skills	I am comfortable talking to anyone.	
		I encounter difficult people.	
		I feel uncomfortable when other people get emotional.	
		I get impatient with incompetence people.	
		I always achieve win/win outcomes.	
Resiliency	Commitment to growth	I actively look for ways to overcome the challenges I encounter	Adopted from Amir, M. T. & Standen, P. (2012). Employee Resilience in Organization: Development of a New Scale. <i>Journal of Management and Organization</i> . 14-17.
		I can grow in positive ways by dealing with difficult situation	
		I see difficult as challenges and opportunities to learn	
		I often seek feedback on my work from others	
		I think about my mistakes and learn from them	
		I think how I could have prevented unforeseen problems when they occur	
	Perseverance	I look for creative ways to alter difficult situation.	
		I tend to bounce back after illness or hardship)	
		I am able to adapt to changes.	
		I am not easily discouraged by failure	
		I don't give up when things look helpless	
		I tend to recover quickly from stressful events	

	Positive Emotion	<p>I am usually confident in doing whatever I choose)</p> <p>I am enthusiastic in facing problems rather than avoiding them</p> <p>I am usually optimistic and hopeful</p> <p>I am interested in facing and solving problems</p> <p>I can see the humorous side of a problem</p> <p>I can get through difficult times at work because I've experienced difficulty before</p>	
Stress Management	Direct Action	I have been concentrating my efforts on doing something about the situation I am in.	<p>Adopted from Harlow, P. (2008). <i>Stress, Coping, Job Satisfaction, and Experience in Teachers</i>. Master's Thesis, Department of Education.</p>
		I have been taking action to try to make the situation better.	
		I've been thinking hard about what steps to take.	
		I have been trying to come up with a strategy about what to do.	
		I have try to get emotional support from colleagues.	
		I've been getting comfort and understanding from someone.	
		I have been trying to get advice or help from colleagues about what to do.	
		I've been getting help and advice from other people.	
	Palliative Coping	I have been accepting the reality of the fact that it has happened.	
		I've been trying to see it in a different light, to make it seem more positive.	

		I've been looking for something good in what is happening.	
		I've been learning to live with it.	
		I've been making jokes about it.	
		I've been making fun of the situation.	
		I have tried finding comfort in my religion.	
		I've been praying or mediating.	
		I've been turning to work or other activities to take my mind off things.	
		I've been doing something to think about it less, such as going to the movies, watching TV, reading, daydreaming, sleeping or shopping.	
		I've been saying to myself 'this isn't real'.	
		I've been refusing to believe that this has happened.	
		I've been using alcohol or other drugs to help me get through it.	
		I've been using alcohol or other drugs to make myself feel better.	

No amendments are made to the questionnaires as we adopt completely from the original sources we referred.

Nominal Scale

This scale of measurement resides primarily in Section A of the questionnaires, request respondents' demographic data. Question 1, 2, and 4 of Section A, will be under the nominal scale because it can obviously show the differences between the options given such as whether

the respondents are from which university, male or female and single or married of each respondent.

Ordinal Scale

This scale of measurement is applied to Question 3 and 5, in which will inquire about respondents' ages and allow them to select 25 to 34 years old, 35 to 44 years old, etc., up to 55 years old or older; however, the selections do not accurately portray the distance between observations. For example, if a respondent selects 55 years of age and above and another selects 25 to 34 years of age, which cannot accurately determine the real distance between their selections, but it does indicate a certain ranking, hence ordinal scale of measurement is most appropriate for this question. Besides, the questions asking about the academic rankings of the respondents, shows the ranking scales from assistant lecturer to Professor.

Interval Scale

This measurement scale applies primarily to Sections B, C, and D of the questionnaire. In these three sections, the questions asked respondents to answer on a Likert Scales of 1 – 5 scale, which differs for each of the section on the level of agreement. Firstly, on Section B, there are 5 level of agreement, where each level carries different meaning from, 1, almost never, 2, rarely, 3, sometimes, 4, usually, and 5 almost always. While in Section C, also using same Likert scales of 1-5 points, which meaning differs for each level of agreement, from 1, strongly disagree, 2, disagree, 3, neutral, 4, agree, and 5, strongly agree. Lastly, Section D also uses the same Likert Scales of 1-5 scale, which each number bring different meaning from 1, never used, 2, seldom used, 3, sometimes used, 4, often used, and 5, always used. All these levels of agreements bring meaningful value to the study.

3.6 Data Processing

Firstly, Google Form was used to create the questionnaires, the questionnaires were adopted from the journal articles, thus no amendments were made to the questionnaires. The questionnaires were then sent to the target population through email. The responses were then formed into data through Microsoft Excel. There was no inconsistent and omission of response, no error, no illogical code, and missing data during the checking of data. Once the data has been verified and confirmed to be valid, the data will be entered into the Statistical Package for Social Science (SPSS) software for analysis.

3.7 Data Analysis

SPSS was used to analyze the data that the study had collected, before entering the data into the software, validity of the data had been checked before coding into the database.

3.7.1 Descriptive Analysis

Regarding the frequency data in the table, Pie chart was generated based on the percentage distribution using the SPSS software, due to pie charts shows parts of a whole 100%, and each slice represent a different variable of the data gathered. This graph is the most typical graph to use for percentage purpose, so it was the most appropriate graph to apply for the percentage distribution of the data gathered.

3.7.2 Reliability Analysis

Table 3.5:

Interpretation of Reliability of Instruments

Coefficient Alpha Ranges (α)	Level of Reliability
$\alpha > 0.8$ to 0.95	Very good
$\alpha = 0.7$ to 0.8	Good
$\alpha = 0.6$ to 0.7	Fair
$\alpha < 0.6$	Poor

Note. From Sekaran, U., & Bougie, R. (2016). Research methods for business: A skill-building approach (7th ed.). Chichester, West Sussex: John Wiley & Sons, Inc

Table 3.6:

Summary of Reliability Test Result in Pilot Study

Variable	Cronbach's Alpha (α)
Emotional Intelligence (IV)	0.807
Resiliency (IV)	0.714
Stress Management (DV)	0.748

Note. Data generated and retrieved from SPSS

The reliability of the questionnaire was evaluated by computing Cronbach's Alpha using SPSS software. The reliability of a questionnaire is considered good if the Cronbach's Alpha is more than 0.6. The emotional intelligence questionnaire had a Cronbach's Alpha of 0.807, which falls under the range of >0.8 to 0.95, which is very good (Sekaran and Bougie, 2016). The resiliency questionnaire had a Cronbach's Alpha of 0.714, which falls under the range of 0.7 to 0.8, which is good, (Sekaran and Bougie,

2016). and the stress management questionnaire had a Cronbach's Alpha of 0.748, which falls under the range of 0.7 to 0.8 which is also good (Sekaran and Bougie, 2016).

3.7.3 Inferential Analysis

The study used Multiple Regression analysis to examine the relationship between emotional intelligence and resilience on stress management, as measured on a metric Likert scale. Two hypotheses were tested using Multiple Regression analysis, one examining the impact of emotional intelligence on stress management, and the other examining the impact of resilience on stress management.

3.8 Chapter Summary

In short, the study had described the questionnaire's design, identified the target population, and determined the correct sample size that can accurately reflect the entire population, followed by data processing and analysis. It is essential for researchers to develop their questionnaires in a way that encourages respondents to answer the questions offered. Aside from that, sample size disparities from the population cannot be too great. Once the data have been checked and corrected, the raw data was transcribed into new, useful information that can guide the research. In the following chapter, the patterns of the results and analyses of the results for the research questions and hypotheses were presented using the data collected from the full study.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

This chapter focuses on presenting the findings of the research. The results are analyzed and presented in relation to the research objectives, questions, and hypotheses. The SPSS Statistics software was used to generate the results using the data collected from the full study. The analysis includes scale measurement, descriptive analysis, and inferential analysis based on the data obtained from the full study.

4.1 Descriptive Analysis

There is total of 5 questions involved in the section A of the questionnaire that was analyzed in this section which are university, gender, age, marital status, and academic rankings.

4.1.1 Respondent Demographic Profile

Table 4.1:

University of Respondents

		University			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Sunway Univerisity	49	14.5	14.5	14.5
	Taylor's University	63	18.7	18.7	33.2
	UCSI University	76	22.6	22.6	55.8
	Universiti Teknologi	41	12.2	12.2	68.0
	PETRONAS (UTP)				

Universiti Tunku Abdul Rahman (UTAR)	108	32.0	32.0	100.0
Total	337	100.0	100.0	

Note. Data generated and retrieved from SPSS

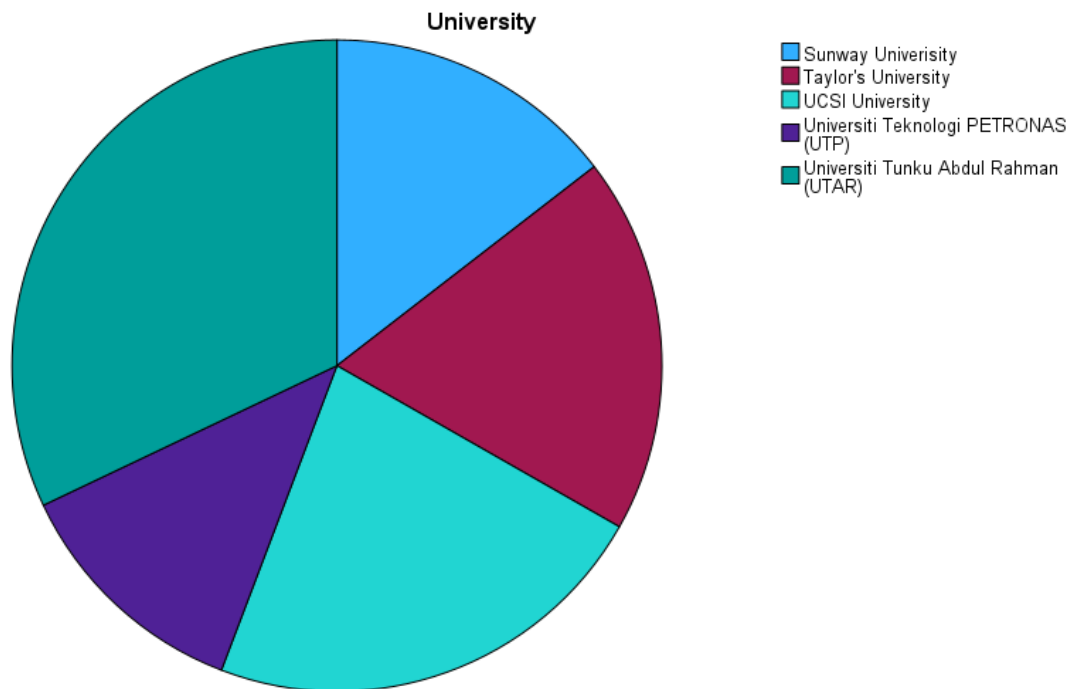


Figure 4.1. University of Respondents. Data generated and retrieved from SPSS.

Based on the table 4.1 and figure 4.1, respondents from UTAR stands 32 percent, from UCSI stands 22.6 percent, from Taylor's university stands 18.7 percents and from Sunway and UTP stands 14.5 and 12.2 percent respectively. This indicates that the sample population that used in this research can be representative of the broader population, as they are the Top 5 universities, it can enhance the credibility of the research.

Table 4.2:
Genders of Respondents

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	150	44.5	44.5	44.5
	Male	187	55.5	55.5	100.0
	Total	337	100.0	100.0	

Note. Data generated and retrieved from SPSS

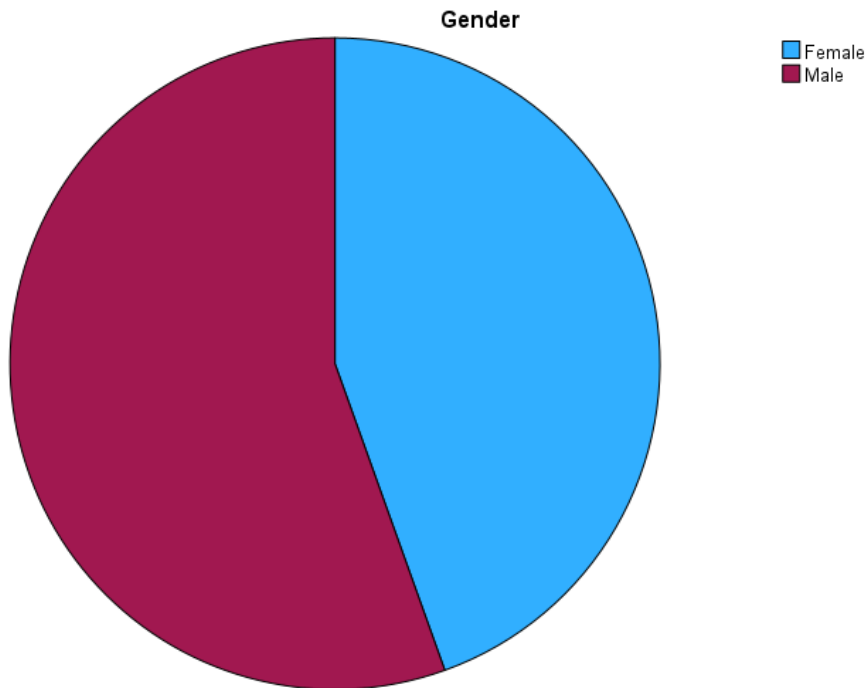


Figure 4.2. Gender of Respondents. Data generated and retrieved from SPSS.

Based on the table 4.2 and figure 4.2, respondents who are female stands 44.5 percent of the whole and respondents who are male stands 55.5 percent of the entire research. This indicates that the study can ensure that the data collected is inclusive and equitable because it is a fundamental aspect of an individual’s identity and can have significant implications for their experiences on their stress management.

Table 4.3:

Age of Respondents

		Age			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	25 to 34 years old	54	16.0	16.0	16.0
	35 to 44 years old	183	54.3	54.3	70.3
	45 to 54 years old	91	27.0	27.0	97.3
	55 years old and above	9	2.7	2.7	100.0
	Total	337	100.0	100.0	

Note. Data generated and retrieved from SPSS

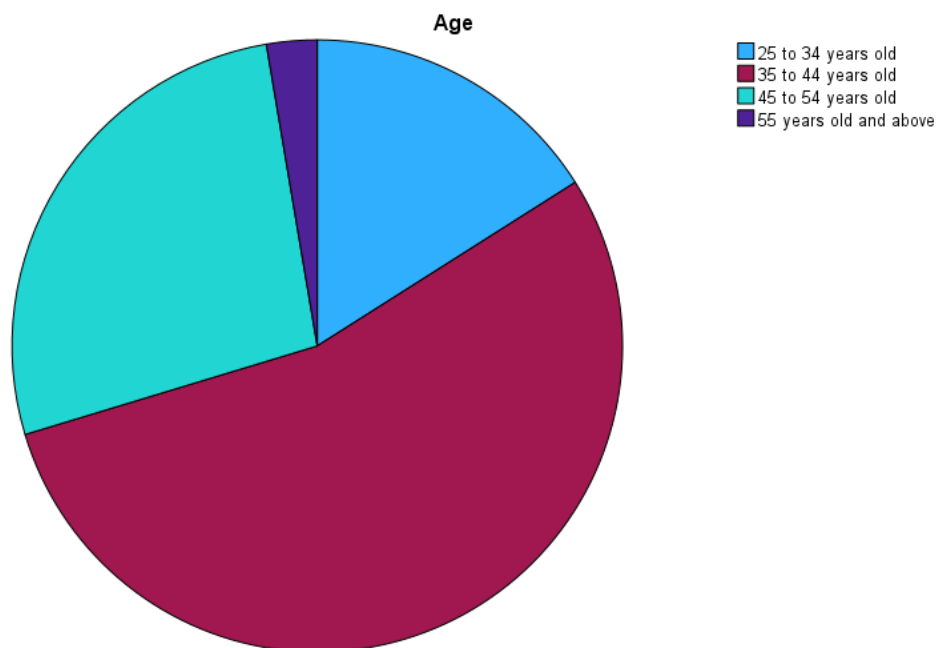


Figure 4.3. Age of Respondents. Data generated and retrieved from SPSS.

Based on the table 4.3 and figure 4.3, majority of the respondents ages around 35 to 44 years old and 45 to 54 years old, which stands for 54.3 percent and 27 percent. Other than that, there are also 16 percent of respondents who age 25 to 34 years old and the least percent stands 2.7 percent which respondents age 55 years old and above. The result reflected that majority of respondents aged from 35 to 44 years old and the least respondents aged from 55 years old and above.

Table 4.4:

Marital Status of Respondents

		Marital Status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Divorced	1	.3	.3	.3
	Married	202	59.9	59.9	60.2
	Single	133	39.5	39.5	99.7
	Widowed	1	.3	.3	100.0
	Total	337	100.0	100.0	

Note. Data generated and retrieved from SPSS

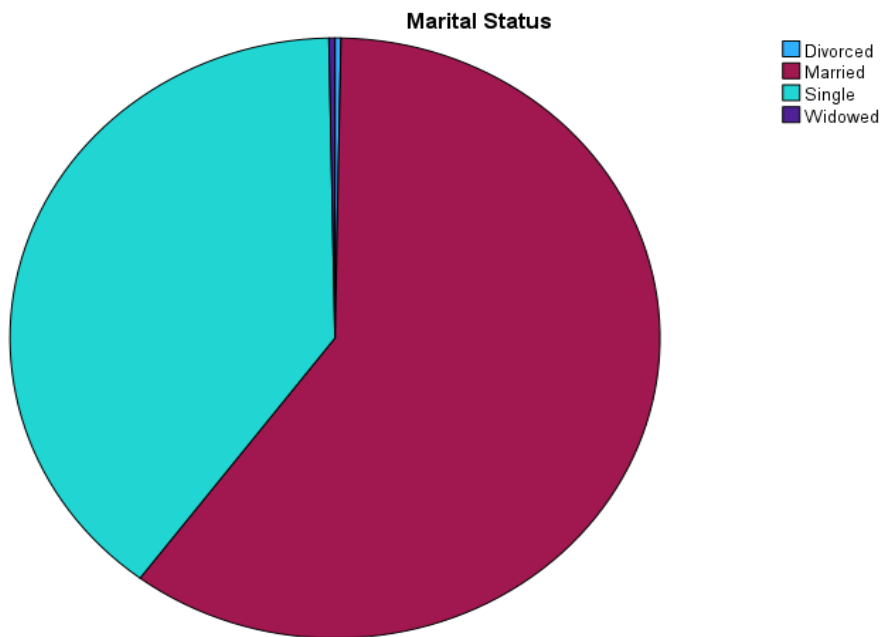


Figure 4.4. Marital Status of Respondents. Data generated and retrieved from SPSS.

According to the table 4.4 and figure 4.4, majority of the respondents are married which stands 59.9 percent, respondents who are single stands 39.5 percent and with the least percentages of 1 percent for both who are respondents that are divorced and widowed. This shows that the respondents' social characteristics is suitable in the research. The result indicates that majority of respondents are married and only 1 respondent who are divorced and 1 respondent who are widowed.

Table 4.5:

Academic Ranking of Respondents

		Academic Ranking			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Tutor	0	0	0	0
	Assistant Lecturer	9	2.7	2.7	2.7
	Assistant Professor	54	16.0	16.0	18.7
	Associate Professor	63	18.7	18.7	37.4
	Lecturer	88	26.1	26.1	63.5
	Professor	20	5.9	5.9	69.4
	Senior Lecturer	103	30.6	30.6	100.0
	Total	337	100.0	100.0	

Note. Data generated and retrieved from SPSS

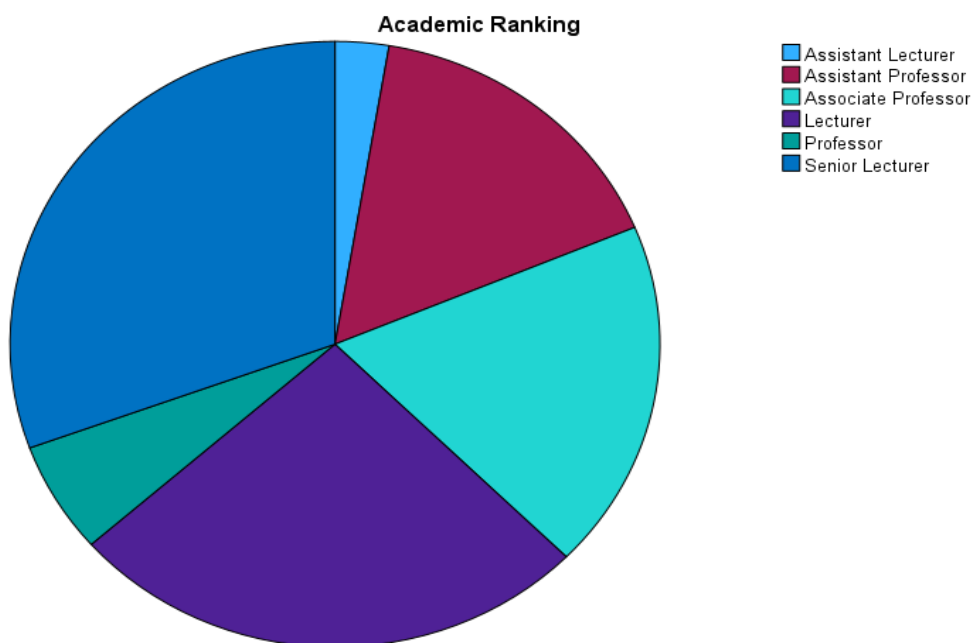


Figure 4.5. Academic Ranking of Respondents. Data generated and retrieved from SPSS.

According to the table 4.5 and figure 4.5, the majority of respondents are ranked as senior lecturers and lecturers which stands 30.6 percent and 26.1 percent. Other than

that, there are respondents who are associate professors which stands 18.7 percent and assistant professor which stands 16 percent. With the least percentage, respondents who ranked as professor and assistant lecturer which stands 5.9 percent and 2.7 percent respectively. The result reflected that majority are from the position of senior lecturer and lecturer, the less are from the position of assistant lecturer and professor, and none of them is from the position of tutor.

4.1.2 Central Tendencies Measurement of Constructs

Table 4.6:

Central Tendencies of Measurement

Variables	Sample Size, N	Mean	Standard Deviation
Emotional Intelligence AVE	337	3.7137	0.31438
Resiliency AVE	337	4.0676	0.32862
Stress Management AVE	337	3.9247	0.26232

Note. Data generated and retrieved from SPSS

Based on the table 4.6, the resiliency AVE has the highest mean scoring as well as standard deviation which are 4.07 and 0.33 respectively. Other than that, the stress management AVE has the second highest mean scoring and Emotional Intelligence AVE has the third mean scoring which is 3.92 and 3.71 respectively. However, even though stress management AVE has higher mean scoring, for the standard deviation, emotional intelligence AVE has higher standard deviation than stress management AVE, which is 0.31 and 0.26 respectively.

4.2 Scale of Measurement

Coefficient Alpha Ranges (α)	Level of Reliability
$\alpha > 0.8$ to 0.95	Very good
$\alpha = 0.7$ to 0.8	Good
$\alpha = 0.6$ to 0.7	Fair
$\alpha < 0.6$	Poor

Note. From Sekaran, U., & Bougie, R. (2016). Research methods for business: A skill-building approach (7th ed.). Chichester, West Sussex: John Wiley & Sons, Inc

Table 4.7:

Comparison of Cronbach Alpha between Pilot Study and Full Study

Variable	Pilot Cronbach's Alpha (α)	Full Study Cronbach's Alpha (α)
Emotional Intelligence (IV)	0.807	0.713
Resiliency (IV)	0.714	0.877
Stress Management (DV)	0.748	0.712

Note. Data generated and retrieved from SPSS

Based on the table 4.7, it shows the Cronbach alpha for both pilot study and full study (Sekaran and Bougie, 2016). For the emotional intelligence, although it had decreased from 0.807 to 0.713, it falls from very good reliability to good reliability, it is still reliable for this independent variable. However, for the resiliency, the Cronbach alpha had increased from 0.714 to 0.877, from a good reliability improved to very good reliability, thus the 18 questions measuring resiliency is very good reliable. Other than that, the Cronbach Alpha for stress management has mostly stay constant just a slight decrease from 0.748 to 0.712, it is still considered as a good reliability to measure stress management.

4.3 Inferential Analysis

In this study, Multiple Regression Analysis was utilized, because the study needs to find out the impact of the two independent variables on the dependent variable. The confident level used is 95 percent and alpha value is 0.05.

Table 4.8:

Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.519 ^a	.269	.265	.22487

a. Predictors: (Constant), Resiliency Average, EmotionalIntelligence Average

Note. Data generated and retrieved from SPSS

Based on the table 4.8, the value of correlation coefficient (R value) for this study is 0.519, this shows that it is a positive and moderate correlation between dependent variable and independent variables. Other than that, the independent variable can only explain 26.9 percent of the variations in dependent variable, it still leaves 73.1 percent unexplained in this study. In other words, there are other additional variables that are important in explaining stress management that have not been considered in this study.

Table 4.9:
ANOVA table

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.231	2	3.115	61.607	<.001 ^b
	Residual	16.889	334	.051		
	Total	23.120	336			

a. Dependent Variable: StressManagement Average

b. Predictors: (Constant), Resiliency Average, EmotionalIntelligence Average

Note. Data generated and retrieved from SPSS

Based on table 4.9, p-value (Sig <0.001) is less than alpha value 0.05. The F-statistic is significant, the model for this study is a good descriptor of the relation between the dependent and predictor variables. Therefore, the independent variable are significant explain the variance in stress management. The alternate hypothesis is supported by the data.

Table 4.10:
Coefficients table

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.909	.187		10.203	<.001
	EmotionalIntelligence Average	.339	.040	.406	8.366	<.001
	Resiliency Average	.187	.039	.234	4.818	<.001

a. Dependent Variable: StressManagement Average

Note. Data generated and retrieved from SPSS

Emotional Intelligence is significant to predicts stress management, this is because the p-value for emotional intelligence is <0.001 which is less than the alpha value, 0.05. Other than that, resiliency is also significant to predicts stress management, because p-value for resiliency is <0.001 which is also less than the alpha value 0.05.

Regression equation:

$$y = a + b_1 (x_1) + b_2 (x_2)$$

x1 = emotional intelligence

x2 = resiliency

$$\text{Stress Management} = 1.909 + 0.339 (\text{emotional intelligence}) + 0.187 (\text{resiliency})$$

Moreover, emotional intelligence is the predictor variables that contribute the highest to the variation of the dependent variable because the Beta value for this predictor variable is the largest 0.406 if compared to resiliency which is 0.234. This means that emotional intelligence makes the strongest unique contribution to explain the variation in dependent variable when the variance explained by all other predictor variables in the model is controlled for.

4.4 Conclusion

This chapter discussed the research results of the study conducted. The outcome of the results is entitled through SPSS Statistics and transformed all the data into pie charts and tables. Emotional intelligence and resiliency among academic staff in Malaysian private universities play a very big role in stress management. Through this study, further details and explanations were taken in the next chapter and will discuss the major discussion and implement the research study on practical situations.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

Chapter 5 is the final chapter of the study that summarizes and draws conclusions from the statistical analyses performed in the previous chapter. The major findings and implications of the study are discussed, along with managerial implications and limitations of the study. The chapter also provides recommendations for future research in this area.

5.1 Summary of Statistical Analyses

Table 5.1

Summary table of Descriptive Analysis

Demographic	Majority	Least
University	UTAR	UTP
Gender	Male	Female
Age	35 – 44 years old	55 years old and above
Marital Status	Married	Divorced and widowed
Academic Rankings	Senior Lecturers	Tutor

Overall, in this study, the study had collected respondents from the top 5 universities, which are Taylor's University, UCSI University, Universiti Teknologi Perak (UTP), Sunway University, and Universiti Tunku Abdul Rahman (UTAR), mostly from UTAR and the least from UTP. Other than that, the respondents in this study have more male than female, which are 55.5 percent and 44.5 percent respectively. The respondents that the study had collected, aged in the range from 25 years old to 55 years old and above, and the majority of the respondents age around 35 years old to 44 years old and the least age from 55 years old and above. Moreover, most of the respondents are already married compared to single and only 1

of them are divorced and one of them is widowed. Lastly, many of the respondents are senior lecturer in academic field and none of the respondents are tutor.

Table 5.2:

Summary table of Inferential Analysis

Independent Variable	P-value	Alpha value	Accept/Reject
Emotional Intelligence	<0.001	0.05	Hypothesis 1 accepted
Resiliency	<0.001	0.05	Hypothesis 2 accepted

The inferential analysis conducted in this study revealed a significant positive impact between emotional intelligence and stress management, as indicated by a positive correlation coefficient and a p-value of <0.001, which is lower than the alpha value of 0.05. Similarly, the study found a significant positive impact between resiliency and stress management, with a positive correlation coefficient and a p-value of <0.001, which is also lower than the alpha value of 0.05. Therefore, both hypothesis in the study is accepted.

5.2 Discussion on Major Findings

Emotional Intelligence and Stress Management

H1: There is a positive impact between emotional intelligence and stress management among academic staff in Malaysian Private Universities.

The hypothesis tested the impact between emotional intelligence and stress management in academic staff in Malaysian private universities. As the result show, the p-value is <0.001 is less than the alpha value, 0.05. which is shown a significant positive relationship. (H1)

This study found that emotional intelligence has a positive and significant impact on stress management among academic staff in Malaysian private universities. This conclusion is supported by previous studies conducted by Ghazi et al. (2020), Norsyahira and Shazaitul (2022), Kanesan and Fauzan (2019), and Banga (2019), who also found that emotional intelligence is important for managing stress, improving job performance, and reducing

turnover rates. Furthermore, Supramaniam (2021) discovered that emotional intelligence is positively associated with job performance. The results suggest that individuals with high emotional intelligence are better able to manage their own emotions, reduce their risk of burnout, and improve their motivation and productivity. They are also better able to manage relationships with colleagues, students, and other stakeholders, facilitating effective teamwork and collaboration. For instance, academic staff who are aware of their emotions and take steps to regulate them are better able to manage overwhelming workloads and avoid burnout. Similarly, academic staff who understand the complex emotions of students are more effective at providing support and guidance. Good emotional intelligence can also help them to communicate more clearly and empathetically with their colleagues and faculty members, even in difficult situations. Finally, academic staff who use their emotions effectively in the classroom can create a supportive and engaging environment for their students. Overall, the study provides support for the hypothesis that emotional intelligence contributes positively to stress management among academic staff in Malaysian private universities.

For academic staff to improve their emotional intelligence, university can introduce emotional intelligence workshops for them, leading to improved self-regulation, empathy, and social skills. Staff managed stress better, created positive relationships, and improved job satisfaction, creating a healthier work environment. Other examples are academic staff can increase emotional intelligence and manage stress better by developing self-awareness through reflection on emotions and reactions to stress, such as mindfulness, journaling, and deep breathing. Academic staff can also increase their emotional intelligence by asking colleagues for feedback on their communication skills and emotional intelligence to identify areas for improvement and work on developing specific skills. Lastly, academic staff can prioritize self-care by engaging in activities that promote their well-being, such as exercise, healthy eating, and hobbies. This can help them to manage their stress and improve their overall emotional health. By doing so, they can better cope with their work-related stress, increase job satisfaction, and improve their overall well-being.

Resiliency and Stress Management

H2: There is a positive impact between resiliency and stress management among academic staff in Malaysian Private Universities.

The hypothesis tested the impact between resiliency and stress management in academic staff in Malaysian private universities. As the result show, the p-value is <0.001 is less than the alpha value, 0.05. which is shown a significant positive relationship. (H2)

Shatté et al. (2017) stated that resiliency shows a positive relationship with stress management. Codonhato et al. (2018) also provided evidence in support of this idea, indicating that an individual's level of resilience plays a significant role in their ability to manage stress. Cultivating resilience among academic staff in Malaysian private universities can help them better manage stress, cope with work demands and stressors, and maintain their well-being in the face of challenges (Ismail et al., 2020). Referring to the study of Britt et al. (2016), resilience is also linked to better mental and physical health outcomes, such as reduced stress levels, improved coping abilities, and increased job satisfaction.

Academic staff at universities face various stressors, such as heavy workloads and difficult students, but those with good resilience can manage stress and maintain well-being. They can handle heavy workloads, tight deadlines, and difficult students through problem-solving skills, time management, and emotional regulation. Having a robust social support network allows them to receive emotional support and encouragement during challenging times. They sustain their well-being by maintaining a healthy work-life balance, adapting to unexpected challenges and setbacks, and staying motivated and focused on their goals despite stress and adversity. Therefore, developing resilience among academic staff can positively impact their stress management and overall well-being.

To improve resiliency of academic staff, they can engage in resilience-building programs like mindfulness and stress management workshops, along with supportive work culture, to help them cope with challenges, manage stress, and improve well-being, resulting in increased job satisfaction, productivity, and overall resilience. Encouraging open communication is essential in creating a supportive work environment for academic staff. Thus, academic staff can encourage open communication by creating a culture of trust and respect, and by actively listening to and valuing the opinions and perspectives of their colleagues. When staff feel supported and less isolated, they are more likely to be productive and engaged in their work. It is important to speak up when they are struggling and to seek help when needed. By doing so, staff can receive the support they need to manage stress effectively and maintain their well-being. This, in turn, can contribute to a more positive work culture and a higher quality of work.

On the other hand, providing professional development opportunities by university can have a significant impact on academic staff. It can help them improve their skills, stay current with best practices, and feel more confident in their abilities. Encouraging staff to attend conferences, workshops, and other training events can also help them feel more connected to the larger academic community, providing them with opportunities to network and collaborate with their peers. Overall, resilient academic staff can have a positive mindset, good problem-solving skills, flexible and adaptable, better at regulating their emotions, and have good social support networks which enable them to handle stress and adversity more effectively, reduce their stress levels over time, and prevent burnout.

5.3 Implications of the Study

5.3.1 Managerial Implications

This research findings reveal that emotional intelligence have a significant positive influence on stress management among the academic staff, which these findings are aligned with previous study by Albeshir and Alsaeed (2015). This implies that individuals who possess a high level of emotional intelligence are more capable to manage and cope with stress (Yamani et al., 2014). Hence, the government can allocate funds to support the development and implementation of mental health programs for academic staff. The Mindful Emotional Intelligence Program (PINEP) is one example of program that integrates content and practice, using a psychoeducational process that gradually help individuals develop emotional skills and use mindfulness to connect with their positive and negative emotions (Enríquez et al., 2017). Moreover, Parsons et al. (2022) shows that mindfulness-based interventions have been effective in addressing cognitive and behavioural issues related to stress, anxiety and depression among students. Therefore, this suggests that the same approach may be effective for academic staff in private universities who experiencing high stress. After undergoing mindfulness-based emotional intelligence training, those academic staff may experience positive impacts, including increased self-awareness, improved emotional regulation and a change in how individuals perceive themselves (Moreno-Gómez et al., 2023). By developing these skills, academic staff may be better equipped to manage stress and maintain a healthy work-life balance.

This research also showed that resiliency has a significant positive influence on the stress management among the academic staff, which it is consistent with the research by Rumburg (2019). This suggested that possessing a strong level of resilience is crucial for academic staff to effectively handle and control their stress, ultimately resulting in better stress management. Hence, the private universities management teams could create a workplace culture that prioritizes resilience among academic staff by providing opportunities for their professional development and personal growth (Rainey, 2022). One effective way is to offer academic staff with access to assertiveness training programs and encourage their participation (Mansfield et al., 2016). According to Agbakwuru and Stella (2012), the assertiveness training is usually conducted in a group setting where individuals can observe and learn from each other. Behavioral rehearsal, role-playing, and response practice are commonly used techniques, where academic staff can practice and develop new behaviours in a supportive environment (Larsen & Jordan, 2017). Once these behaviours have been practiced and refined in the training setting, those academic staff experiencing stress can effectively communicate their needs and manage difficult situations in a proactive and assertive way, which in turns can reduce the likelihood of stressful situations escalating or becoming unmanageable.

5.4 Limitations of the Study

There are several limitations to this study. Firstly, this study is only focus on the perspectives of academic staff. While academic staff is an essential part in the university community, they may not be the only group that experiences stress within the academic setting. This focus on academic staff may neglect the stress management experiences of other parties, such as academic administrators like deans, department heads, and program coordinators, who also play important roles in the university community.

Secondly, the scope of this study is mainly emphasized on the academic staff from the Top 5 Private Universities in Malaysia. This is because the Top 5 Malaysian private universities have recognized for strong reputation for its academic excellence, research, and innovation. However, this focus neglects the stress management among the academic staff from other Private Universities in Malaysia. Therefore, the result of this study may be unable for

generalizing to academic staff from other private universities in Malaysia as there are potential differences in organizational culture, workload, and job responsibilities.

Thirdly, the data collection of this study is solely relied on questionnaires to gather the information from academic staff respondents in Top 5 Malaysian Private Universities regarding the impact of emotional intelligence and resiliency on stress management. However, the questions provided in questionnaire is closed-ended questions, which it may not allow for the exploration of new insights and ideas during the data collection process. Moreover, the questionnaire collection method may also result in respondents providing biased answers. This is due to the options provided in questionnaire might not cover the complete range of responses that a respondent might have, leading them to choose the closest option that aligns with their viewpoints or what they believe is expected of them.

Lastly, the aim of this study is to examine the influence of emotional intelligence and resiliency on stress management as there is limited research on the stress management among the academic staff in Malaysian Private Universities. However, this study did not take into the consideration of possible intervening effects that could impact the relationship between the independent variables and dependent variables. By neglecting the intervening variables, this study may have an incomplete theoretical framework, which can limit the ability to make a more accurate predictions about the relationship between the independent and dependent variables, which are emotional intelligence, resiliency, and stress management.

5.5 Recommendations for Future Research

There are several recommendations that future researchers can be considered in making improvement on this topic. Firstly, future researchers could explore the stress management experiences from other parties within the university community such as academic administrator, to gather a more complete view on the topic of stress management. This is due to different individuals may have different perspectives and experiences with stress, and including their input can assist to identify the stressors and potential solutions that may not have been previously considered.

Secondly, the future researchers can broaden the scope of the study by conducting the research on academic staff from other private universities in Malaysia. This is due to the differences in universities like culture, policies and practices, may bring impact to the stress management experiences of the academic staff. Apart from that, the future researchers are also suggested to include public universities in Malaysia to make a better comparison with private universities. By comparing the stress management experiences across private and public universities, it may provide valuable insights into how institutional differences impact the experiences of academic staff.

Thirdly, to obtain more depth information regarding the topic on the impact of emotional intelligence and resiliency on stress management among the academic staff in Malaysian Private Universities, the future researchers can consider using interviews as another method of data collection. This is due to the interviewer can ask for follow-up questions and make clarification on confusion in real-time, enabling a more comprehensive understanding of the respondents' perspectives. Moreover, interviews are an advantageous data collection method for future researchers since they can capture both verbal and non-verbal cues, such as physical gestures, that offer additional insights into the respondents' comfort level or enthusiasm towards the questions or topics discussed.

Lastly, if the future researchers wish to develop a more comprehensive and accurate theoretical framework for this study, they could use the mediation or moderation analysis to identify the potential intervening effects. Mediation analysis can assist to identify the mediating variable that explains the relationship between the independent and dependent variables, while moderation analysis can help to identify the moderating variable that influences the strength or direction of the relationship (Bhandari, 2021). By including these analyses, future researchers can gain a better understanding of the correlation between emotional intelligence, resiliency, and stress management, which can lead to more effective interventions and policies to improve the stress management among academic staff in Malaysian private universities.

5.6 Conclusion

To conclude, this research was conducted to examine the impact of emotional intelligence and resiliency on stress management among the academic staff in Malaysian Private Universities. The data was collected through the distribution of questionnaire to the academic staff from Top 5 Malaysian private universities. To evaluate the significant impact between the independent variable (emotional intelligence and resiliency) and the dependent variable (stress management), the study employed the Multiple Regression Analysis. The results show that both emotional intelligence and resiliency have significant positive impact on stress management among the academic staff in Malaysian Private Universities. Moreover, this research has presented different managerial implications for the government and the management team of private universities to develop and implement an effective strategy that could enhance the stress management among the academic staff. Throughout the whole research process, some limitations have been found and the study have suggested some recommendation to improve this study so that a more comprehensive and accurate theoretical framework can be developed in the future. Lastly, future researchers are suggested to expand the scope of the study, use a different method of data collection, and conduct the mediation or moderation analysis to achieve a more precise interpretation of the results.

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APPENDICES

Appendix 1: Reliability Test for Pilot Study

Emotional Intelligence's Cronbach Alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.807	.792	25

Resiliency's Cronbach Alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.714	.710	18

Stress Management's Cronbach Alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.748	.739	22

Appendix 2: Reliability Test for Full Study

Emotional intelligence

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.713	.639	25

Resiliency

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.877	.876	17

Stress Management

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.712	.687	22

Appendix 3: Questionnaire

The impact of emotional intelligence and resiliency on stress management among academic staffs in Malaysian private universities



Dear respondents,

We are Business Administration students from **Universiti Tunku Abdul Rahman (UTAR)**. The purpose of this study is to test whether emotional intelligence and resiliency have a significant effect on stress management among academic staffs in Malaysian private universities. It is vital to examine the impact of emotional intelligence and resiliency on stress management so that private university administrator can develop more effective stress management strategies for their academic staff in Malaysian

There are **FOUR (4) sections** in this questionnaire. Section A is on demographics. Section B, C and D cover all of the variables in this study. Please read the instructions carefully before answering the questions. Please answer **ALL** the questions in **ALL** sections. Completion of this questionnaire will take you approximately 10 minutes.

Your participation in this study is entirely voluntary. There will be no disadvantage if you decide not to complete the attached anonymous questionnaire. You can withdraw at any time without any penalty. You can refuse to answer any question at any time if you feel uncomfortable.

The information collected from you will be kept strictly private and confidential. All responses and findings will be used solely for academic purpose.

Your assistance in completing this questionnaire is very much appreciated. Thank you for your participation. If you have any question regarding to this questionnaire, you may contact us through **Email: jasperwong3110@1utar.my** or **WhatsApp: 012-426 0255 (Jasper Wong)**.

If you decide to complete this attached anonymous questionnaire, this will be taken as you voluntarily agree and formal consent to participate in this study. Thank you very much for your cooperation and willingness to participate in this study.

Yours sincerely,

Jasper Wong Wei Sheng	jasperwong3110@1utar.my
Winnie Hew Song Lin	hew1248@1utar.my
Yong Siew Ling	candyong18@1utar.my
Kong Kah Wai	evilkong0823@1utar.my

PERSONAL DATA PROTECTION STATEMENT



Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to:-
 - For assessment of any application to UTAR
 - For processing any benefits and services
 - For communication purposes
 - For advertorial and news
 - For general administration and record purposes
 - For enhancing the value of education
 - For educational and related purposes consequential to UTAR
 - For the purpose of our corporate governance
 - For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/study loan

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security, and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting this form you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at jasperwong3110@utar.my



University *

- Taylor's University
- UCSI University
- Universiti Teknologi PETRONAS (UTP)
- Sunway Univerisity
- Universiti Tunku Abdul Rahman (UTAR)

Gender *

- Male
- Female

Age *

- 25 to 34 years old
- 35 to 44 years old
- 45 to 54 years old
- 55 years old and above

Marital Status *

- Single
- Married
- Other...



. Academic Ranking *

- Assistant Lecturer
 - Lecturer
 - Senior Lecturer
 - Assistant Professor
 - Associate Professor
 - Professor
 - Other...
-

Section B: Emotional Intelligence



This section is designed to get you thinking about the various competences of emotional intelligence as they apply to your working place.

Please click the most appropriate option that best indicates your frequency level with regard to the following statement

Level of Frequency

- 1 - Almost Never
- 2 - Rarely
- 3 - Sometimes
- 4 - Usually
- 5 - Almost Always

1. I can explain my actions *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

2. Other people don't see me as I see myself. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

3. I understood the feedback that others gave me. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

4. I can describe accurately what I am feeling. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

5. Things that happen in my life make sense to me. . *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

6. I can stay calm, even in difficult circumstances. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

7. I am prone to outbursts of rage *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

8. I feel miserable. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

9. I get irritated by things, other people or myself. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

10. I get carried away and do things I regret. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

11. I am clear about my goals for the future. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

12. My career is moving in the right direction. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

13. I find it hard to maintain my enthusiasm when I encounter setbacks. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always



14. I feel excited when I think of my goals. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

15. I act consistently to move towards my goals. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

16. My colleagues are uncommunicative *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

17. I get on well with each of my work colleagues *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

18. I find it easy to "read" other people's emotions *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

19. It's unpredictable how my colleagues will feel in any given situation *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

...

20. People choose to work with me in preference to equally talented colleagues. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

21. I am comfortable talking to anyone. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

22. I encounter difficult people. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

23. I feel uncomfortable when other people get emotional. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

24. I get impatient with incompetent people. * ☰

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

25. I always achieve win/win outcomes. *

	1	2	3	4	5	
Almost Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost Always

Section C: Resiliency



Based on your experience when facing adverse situation or when faced failure , please select the most appropriate option that best indicate your agreement about the following statements.

Please click the most appropriate option that best indicates your frequency level with regard to the following statement

Level of frequency

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly agree

1. I actively look for ways to overcome the *
challenges I encounter

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. I can grow in positive ways by dealing with *
difficult situation .

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3. I see difficult as challenges and opportunities to *
learn

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

4. I often seek feedback on my work from others *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

5. I think about my mistakes and learn from them *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

6. I think how I could have prevented unforeseen *
problems when they occur

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

7. I look for creative ways to alter difficult situation. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

8. I tend to bounce back after illness or hardship. ^{...}*

1 2 3 4 5

Strongly disagree Strongly agree

9. I am able to adapt to changes. *

1 2 3 4 5

Strongly disagree Strongly agree

10. I am not easily discouraged by failure *

1 2 3 4 5

Strongly disagree Strongly agree

11. I don't give up when things look helpless *

1 2 3 4 5

Strongly disagree Strongly agree

12. I tend to recover quickly from stressful events *

1 2 3 4 5

Strongly disagree Strongly agree

...

13. I am usually confident in doing whatever I choose *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

14. I am enthusiastic in facing problems rather than avoiding them *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

15. I am usually optimistic and hopeful. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

16. I am interested in facing and solving problems *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

17. I can get through difficult times at work because I've experienced difficulty before *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Section D: Stress Management



In this section, we are measuring the types of coping strategies individuals utilize when experiencing a stressful encounter. When responding to the questions below, please think of a stressful event that you are encountering now or have encountered in the past and what coping strategies you have used.

Please click the most appropriate option that best indicates your frequency level with regard to the following statement

Level of Frequency

- 1= Never used
- 2= Seldom used
- 3= Sometimes used
- 4= Often Used
- 5= Always used

1. I have been concentrating my efforts on doing something about the situation I am in. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always Used

2. I have been taking action to try to make the situation better. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always Used

3. I've been trying to come up with a strategy *
about what to do.

	1	2	3	4	5
--	---	---	---	---	---

4. I've been thinking hard about what steps to take. ^{***}*

	1	2	3	4	5	
Never Used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

5. I have try to get emotional support from colleagues. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

6. I've been getting comfort and understanding ^{*} from someone.

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

7. I have been trying to get advice or help from colleagues about what to do. ^{*}

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

8. I've been getting help and advice from other people. ^{*}

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

☰

9. I have been accepting the reality of the fact that it has happened. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

10. I've been trying to see it in a different light, to make it seem more positive. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

11. I've been looking for something good in what is happening. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

12. I've been learning to live with it. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

13. I've been making jokes about it. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

14. I've been making fun of the situation. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

15. I have tried finding comfort in my religion. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

16. I've been praying or mediating. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

17. I've been turning to work or other activities to take my mind off things. *

	1	2	3	4	5
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18. I've been doing something to think about it less, such as going to the movies, watching TV, reading, daydreaming, sleeping or shopping. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

19. I've been saying to myself 'this isn't real'. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

20. I've been refusing to believe that this has happened. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

21. I've been using alcohol or other drugs to help me get through it. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used

...

22. I've been using alcohol or other drugs to make myself feel better. *

	1	2	3	4	5	
Never used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always used