



THE RELATIONSHIPS AMONG EMOTIONAL INTELLIGENCE, SELF-EFFICACY, AND TEACHING PERFORMANCE OF LECTURES IN A PRIVATE UNIVERSITY

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APPROVAL SHEET

This research paper attached hereto, entitled the relationships among emotional intelligence, self-efficacy, and teaching performance of lectures in a private university prepared and submitted by Liu, YingYing in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.



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ABSTRACT

In Malaysia, a country's education quality and students' academic achievements are closely related to teachers' teaching performance. Therefore, teachers' teaching performance plays an important role in Malaysian education. However, teachers' teaching performance is often affected by emotional intelligence and self-efficacy. Teachers with high emotional intelligence and high self-efficacy can manage their emotions better and use their teaching skills to accomplish demanding teaching tasks well, thus improving students' academic performance. This study showed the relationships among emotional intelligence, self-efficacy, and teaching performance of lecturers in a private university in Malaysia. Convenient sampling was adopted in this study to collect responses from 254 lecturers in a private university in Malaysia. The findings revealed that there was a positive relationship between self-efficacy and the teaching performance of lecturers in a private university in Malaysia. On the other hand, emotional intelligence and teaching performance of Malaysian private university lecturers were positively related. In addition, this study also found that the levels of self-efficacy, emotional intelligence, and teaching performance of lecturers in private universities in Malaysia were generally high. This study's implications emphasize the importance of emotional intelligence, self-efficacy, and teaching performance in Malaysian higher education. This study also provides a reference value for educational institutions, teachers, future researchers, and all stakeholders.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter provides a concise overview of the pivotal roles played by emotional intelligence (EI) and self-efficacy (SE) in shaping the teaching performance (TP) of educators and, consequently, influencing the overall quality of teaching and learning within school settings. Despite ongoing efforts by the Ministry of Education to enhance instructional standards, teacher professional development, and student academic achievement, persistent challenges remain. In response to these challenges, this study focuses on unravelling the intricate association of teachers' EI, SE, and TP. By doing so, it aims to address the prevalent issues and obstacles within Malaysia's current educational system. The chapter further outlines the research objectives and questions centred around EI, SE, and TP, underscoring the significance of this study in contributing to educational advancements. In addition, this chapter explains the definitions of EI, SE, and TP. Lastly, the chapter acknowledges certain weaknesses inherent in the study, providing a comprehensive overview of its scope and limitations.

1.2 Background of the Study

The ability, knowledge, and skills of people are inextricably linked to their countries' development (Ministry of Education Malaysia, 2013). Education becomes a vital component of countries' pursuit of economic growth and national development as their economy grows and technologies advance (Ministry of Education Malaysia, 2013). Additionally, education is the basis of nation-building and racial harmony in Malaysia, a diverse, developing country (Ministry of Education Malaysia, 2013). The standards of instruction are dependent on the quality of TP (Fisher et al., 1996). Teachers play a crucial role in the educational system (Alexander et al., 2017). This is because teaching imposes requirements on an individual's EI

and SE in addition to plenty of professional knowledge and current instructional techniques (Ishak & Jamian, 2021).

Dealing with people is an important aspect of a teacher's career. In addition to being sensitive, they must be skilled in effectively managing and controlling the emotions of their pupils (Poulou, 2016). Goroshit and Hen (2014) claimed that for teachers to better adjust to their surroundings, they need to possess the emotional ability for resilient work. Precisely, teachers who have a high degree of EI are effective at controlling the mood in the classroom. They can use their emotional strengths to encourage motivation and confidence in their students, which in turn enhances their academic performance. They can also manage their own emotions and foster positive relationships with their students (Anwar et al., 2021). Thus, a teacher's TP is influenced by their EI (Kanya et al., 2021).

Besides that, teachers' TP is greatly influenced by their degree of SE (Ishak & Jamian, 2021). Teachers' deep beliefs about their capacity to teach are the basis of their SE (Johnson, 2022). Instructors with high SE possess greater confidence in their teaching capacity as well as expertise than those who lack it. They can apply imaginative thinking and expertise to foster a more positive teaching and learning atmosphere for their students, which leads to better outcomes (Lemon & Garvis, 2016). These outcomes include raising academic achievement, boosting confidence and motivation, and fostering a supportive learning environment for pupils. Furthermore, teachers with a high degree of SE can better balance the demands of their jobs with their concerns, anxiety, and burnout (Schwarzer & Hallum, 2008). Teachers will experience higher engagement at work, along with increased feelings of pleasure, relaxation, and job satisfaction (JS). Simultaneously, they will experience less anger, tiredness, and helplessness concerning their students when their SE is high (Buri'c & Macuka, 2018). Based on a study by Song et al. (2018), teachers' work engagement and TP are strongly connected with their sense of SE. Therefore, SE is known as a crucial internal factor of a teacher's TP

(Kanya et al., 2021).

1.3 Statement of Problem

A pivotal factor in the cultural and economic progress of any nation is its education system. In Malaysia, the education system, despite the country's continual strides in science, technology, and education (Ministry of Education Malaysia, 2013), grapples with substantial challenges and obstacles in the reform process. Key issues affecting the Malaysian education system encompass inadequate teaching quality, below-par student achievement, teacher burnout, and difficulties in managing student behavior (Ministry of Education Malaysia, 2013). These problems have a close relationship with Malaysian teachers' TP (Ministry of Education Malaysia, 2013).

The low TP of Malaysian teachers is mainly related to the low teaching efficiency and the lack of practical training. According to the Academy of Higher Education Leadership discovered that only 50% of Malaysian courses were conduct effective methods. It can be seen that Malaysian teachers' teaching only teaches the surface contents passively, rather than high order thinking skills. In addition, Malaysian teachers have not acquired more teaching experience and guidance from teachers with great experience. The TP of Malaysian teachers is influenced by their EI and SE (Kanya et al., 2021). These mainly show teachers' workload, salary, and professional development (Ministry of Education Malaysia, 2013).

First, the overloaded workload of Malaysian teachers can influence their EI and TP. This is because Malaysian teachers are tasked with teaching, administering student assessments, devising lesson plans, conducting examinations, overseeing extracurricular activities, and maintaining communication with parents, colleagues, and school administrators, among various other responsibilities (Haron et al. 2010; Williams & Burden, 2000). According to the Ministry of Education Malaysia (2013), Malaysian teachers dedicate an average of 77 hours

per week to their professional duties. However, the time spent on actual instruction ranges only from 16.8 to 20.3 hours. Notably, these figures exclude the additional time teachers invest in marking students' homework, engaging in interactive sessions, and fulfilling other essential tasks. This data underscores that the work demands on Malaysian teachers are significantly amplified due to extended working hours and the multitude of administrative obligations they shoulder, and a long-term overloaded workload can aggravate teachers' professional stress, such as anxiety, nervousness, negative, etc (Ngatimun et al. 2020). These can affect teachers' TP and teaching quality (Jomuad et al. 2021).

Besides, the low salary of Malaysian teachers has seriously affected their SE and TP. This is because Malaysian teachers' salaries are lower than those of professionals in other fields, which reduces their JS (Ministry of Education Malaysia, 2013). Based on a study by Klassen and Tze (2014) stated that teachers' JS correlates with their SE. In particular, teachers' low JS can lead to teachers' expected goals which cannot be achieved. It can reduce teachers' SE and thus affect TP (Kanya et al. 2021).

Finally, the limited professional level of Malaysian teachers can affect their SE and TP. This is because Malaysian teachers do not have a comprehensive understanding of 21st-century skills (Nooraini & Abdul, 2017). Thus, Malaysian education always uses the traditional teaching skills (Azian et al., 2017; Hursen & Soykara, 2012). These are huge hits to Malaysian teachers' confidence in teaching skills, which influences their TP (Anwar et al., 2021).

Drawing upon the insights of Su and Wood (2012), teaching's intricacy is primarily rooted in expert knowledge, the ability to establish meaningful connections with students, and the creation of an engaging and inspiring learning atmosphere. Consequently, possessing robust social and emotional capabilities is deemed equally crucial for educators alongside their exceptional educational prowess and extensive professional knowledge. According to Dewaele et al. (2018), an effective teacher must skillfully manage the emotional climate within the

educational setting. This becomes the duty of educators to cultivate an enjoyable learning atmosphere and nurture a robust teacher-student relationship with their pupils (Miller & Gkonou, 2018). According to Beilock and Ramirez (2011), the motivation and learning styles of students are shaped by their classroom environment. Consequently, the development of EI is considered a hallmark of exceptional educators (Williams et al., 2016), significantly impacting both TP and the competency of teachers (Asrar-ul-Haq et al., 2017). Nevertheless, teachers' SE can empower them not only in navigating the challenges of their profession but also in pursuing hobbies and practical activities alongside refining their classroom techniques (Skaalvik & Skaalvik, 2007). Therefore, high levels of SE among teachers contribute positively to their well-being, career satisfaction, and professional accomplishments (Ismayilova & Klassen, 2019; Klassen & Tze, 2014; Zed & Koomen, 2016). Furthermore, both SE and EI are intrinsic traits that play an important role in teachers' TP (Kanya et al., 2021). These two internal factors also need to be improved for Malaysian teachers, which improves their TP. Therefore, this study will determine the level of EI or SE in TP.

Many previous studies have extensively explored SE, EI, and TP (Alghamdi et al., 2017; Aziz et al., 2020; Dewaele, 2018; Iqbal et al., 2021; Ismail et al., 2020; Ismayilova & Klassen, 2019; Johnson, 2022; Kasalak & Dağyar, 2020; Kanya et al., 2020; Zakariya, 2020). However, not enough research has been carried out on the relationship between these three variables. While many researchers have predominantly focused on studies within the public-school domain (Aziz et al., 2020; Ishak & Jamian, 2021; Ismail et al., 2020), there is a paucity of research conducted in private schools. Moreover, the relationship of the three variables has not been thoroughly studied in Malaysia. To fill the gaps, there is a need to conduct this study on the relationship among EI, SE, and TP in a private university.

1.4 Research Objectives

The aims of this research are to:

RO1: To determine the level of emotional intelligence among the private university lecturers.

RO2: To determine the level of self-efficacy among the private university lecturers.

RO3: To determine the level of teaching performance among the private university lecturers.

RO4: To examine the relationship between emotional intelligence and teaching performance.

RO5: To examine the relationship between self-efficacy and teaching performance.

1.5 Research Questions

The primary questions that are formulated from this research are:

RQ1: What is the level of emotional intelligence among the private university lecturers?

RQ2: What is the level of self-efficacy among the private university lecturers?

RQ3: What is the level of teaching performance among the private university lecturers?

RQ4: Is there a significant relationship between emotional intelligence and teaching performance?

RQ5: Is there a significant relationship between self-efficacy and teaching performance?

1.6 Significance of study

The main goal of this research is to explore the interplay among EI, SE, and TP among Malaysian educators. Specifically, this study proposes to investigate how instructors' TP is affected by their EI and SE. This study holds several noteworthy implications. Firstly, the findings will contribute valuable benchmarks for understanding EI, SE, and TP within the Malaysian context. While these three variables have been examined independently in prior research, the study not only addresses the gaps in understanding their relationships in Malaysia but will also provide a broader reference for future researchers. Secondly, the study will

contribute to the existing body of knowledge by emphasizing TP, an aspect for which there is limited evidence in the Malaysian context. By doing so, the study will bridge this gap and offer a more robust reference point for subsequent, relevant research. Thirdly, a deeper understanding of the relationship between EI, SE, and TP can empower leaders within Malaysia's Ministry of Education and educational institutions. This knowledge enables them to better support teacher preparation and deployment, facilitating the development of more effective and meaningful goals and plans. Lastly, the study provides schools with an opportunity to elevate the quality of instruction they provide. By enhancing teachers' EI and SE, which aim to improve their TP. This, in turn, will empower educators to gain more professional experience, exhibit adaptability, and ultimately raise the overall standard of instruction in schools.

1.7 Definitions of Terms

1.7.1 Emotional Intelligence

Emotional intelligence refers to the ability to recognize a person's feelings as well as those of others and formulate suitable reactions (Valentel et al., 2020). The five main elements of EI are as follows: self-awareness (SA), self-control (SC), self-motivation (SM), empathy, and social skills (SS) (Goleman, 1995). Therefore, educators endowed with elevated EI are adept at navigating and regulating emotions, fostering a positive impact on their personal and interpersonal dynamics. This heightened emotional acumen not only contributes to their professional development but also augments their efficacy in the realm of teaching, enhancing overall performance.

1.7.2 Self-efficacy

Self-efficacy is a measure of a personal capacity for responding effectively to anticipated situations, drawing upon the necessary skills, expertise, and beliefs (Savas et al., 2014). It comprises three essential components, namely Classroom Efficacy, Student Promotion Efficacy, and Instructional Use Efficacy (OECD, 2019b). SE empowers educators to showcase heightened confidence in their professional competencies and educational proficiency. This heightened confidence, in turn, amplifies their TP.

1.7.3 Teaching Performance

Teaching performance is primarily associated with the quality and effectiveness of the practices, strategies, and instructional competencies employed by educators in the classroom to enhance students' academic achievement (Marzano, 2007). It encompasses various key components. Firstly, curriculum planning refers to the educator's ability to thoughtfully organize the curriculum to meet students' learning needs while aligning with educational goals. Secondly, curriculum management involves the teacher's capacity to cultivate a positive learning environment and adeptly address challenges related to student behaviour. Thirdly, content knowledge refers to a crucial aspect is the educator's proficiency in possessing in-depth knowledge of the subject matter they are instructing. Fourth, assessment and feedback known as teachers are crucial in evaluating students' educational outcomes while providing constructive guidance and feedback. Fifth, student engagement refers to educators who can foster more engaging and diverse activities to promote student involvement and cultivate positive attitudes toward learning. Finally, professional development refers to remaining abreast of global educational trends, teachers should consistently seek opportunities for enhancement, allowing them to continually assess and refine their instructional methods

(Marzano, 2007).

1.8 Scope and Limitations of The Study

This study will investigate how SE and EI affect Malaysian lecturers' TP. This study will sample lecturers from various departments at a private university in Perak, Malaysia. Participants will be selected without imposing restrictions based on age, gender, department, or years of teaching experience to ensure the study's fairness. This approach aims to provide a comprehensive understanding of how lecturers' SE and EI influence their teaching abilities, promoting accuracy, focus, and equity in the results.

It is important to recognize some inherent limitations within this study. Firstly, due to financial and geographical constraints, the investigation into EI, SE, and TP will only be limited to lecturers within a single private university in a specific region of Malaysia. As a result, the findings may not fully represent the associations between EI, SE, and TP on a broader scale, encompassing various nations, regions, universities, and lecturers.

Additionally, the dependence on questionnaires for data collection introduces potential biases. lecturers might be inclined to provide inaccurate information to carry favor with the researcher or demonstrate loyalty to the institution. Furthermore, the inherent tendencies of the lecturers may lead them to rate themselves higher on questions that align with their interests, potentially skewing the results and undermining the accurate portrayal of the psychological states of lecturers.

Finally, the time constraints of the study for data collection pose a challenge to conducting this study, as fluctuations in respondents' data over time may compromise the legitimacy of the findings. It is crucial to acknowledge these time-related limitations and interpret the results with caution, considering the potential impact on the study's overall robustness.

1.9 Summary

In summary, this chapter encompasses the background of the study, the statement of the current research problem, research objectives, research questions, the definitions of key terms, the significance of the study, and the limitations and scope of the research. Despite progress in understanding the relationship among EI, SE, and TP, certain questions remain unresolved. This chapter presents essential arguments crucial to this research, with a foundation rooted in identified gaps from previous studies. The study is motivated by the need to address these gaps, specifically in comprehending the intricacies of teachers' TP. The aim is to provide valuable insights for stakeholders, including prospective researchers, the Ministry of Education, and school administrators. By uncovering these nuances, strategies can be implemented to elevate teaching standards. Consequently, the focal point of research has shifted toward lecturers' TP, EI, and SE. In conclusion, this chapter also offers a concise explanation of key terms employed in the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter illuminates the theories that serve as the support for the framework including Goleman's Theory of Emotional Intelligence and Bandura's self-efficacy theory, which serve as the foundation for the theoretical framework. Thus, the relationship among EI, SE, and TP is portrayed in the conceptual framework. This chapter also describes how SE or EI affects TP, respectively. To determine the research direction of this research, this chapter will also examine and contrast previous research. Based on a review of past studies, themes are produced to understand the relationships among the variables.

2.2 Theories related to emotional intelligence, self-efficacy, and teaching performance

2.2.1 Goleman's Theory of Emotional Intelligence

Emotional intelligence first appeared in the 1990s (Akram et al., 2019). The phrase "emotional intelligence" and its notion were first introduced by Salovey and Mayer in 1990. The scholars defined the concept of EI as a person's capacity to recognize and control both their emotions as well as those of others (Salovey & Mayer, 1990). Salovey and Mayer (1990) defined EI as a subcategory of social intelligence. Social intelligence is a person's ability to acknowledge, understand, and use the feelings one experiences together with the emotions of others, as a basis for thoughts and actions. The concept of EI was later expanded by Daniel Goleman with the launch of his book titled "Emotional Intelligence". The idea became widely accepted and used. When compared to other cognitive intelligences, Goleman (1995) claimed that EI has a greater influence on educators.

According to Goleman's Theory of Emotional Intelligence, EI can be categorized into five factors, which are SA, SS, self-regulation (SR), empathy, and SM. First, SA indicates that

educators can identify emotions, evaluate their significance, and give priority to pertinent factors while making decisions. Second, teachers' ability to control their own emotions is demonstrated by their SR. Third, SM postulates educators' capacity to drive themselves toward achieving goals and maintaining stable emotional states. Fourth, Empathy explains the ability to place oneself in another's position, fostering a heightened understanding of their emotions. Lastly, SS refers to abilities that enable a person to interact smoothly with others without causing disruption (Goleman, 1995).

Educators possessing EI exhibit qualities such as being upbeat, flexible, cooperative, trustworthy, authoritative, understanding, personable, and enthusiastic (Mortiboys, 2013). They have attributes that include high levels of desire, responsibility, and stress tolerance, resulting in enhanced communication skills when interacting with others (Salami, 2010). In essence, a teacher's EI reflects their ability to engage with people regularly, requiring sensitivity to both their own and others' emotions. This heightened EI contributes to improved communication, effective problem-solving, and greater receptivity to diverse perspectives, ultimately enhancing TP.

2.2.2 Bandura's Self-Efficacy Theory

The concept of SE can be understood as the actions that people take to reach what they want in their field (Gallagher, 2012). It is a person's evaluation of the behavior they participate in rather than a set state of personality traits. This theory was first proposed by Albert Bandura (1977). Gallagher (2012) clarifies that Bandura's social cognitive theory serves as the foundation for the development of SE. Bandura (1977) stated that high SE people are more inclined to move forward when facing hurdles. It enhances their faith and self-confidence in taking essential activities to attain their aim (Burić & Macuka, 2018). Gallagher (2012) states that there are five main elements of SE, which are emotional cues, role modeling experiences,

imagined experiences, social persuasion, and mastery experiences. In Bandura's theory, teachers can become more confident in their abilities by replicating and acquiring new things, which will lead to more instructional experiences and academic mentoring (Bandura, 1997). Furthermore, according to Bandura's theory of self-efficacy, individuals who experience difficulties are likely to prevail if they can continuously prepare themselves to overcome the difficulties they experience, and stay focused on learning new skills (Gallagher, 2012). Through taking the necessary actions, individuals have faith in their ability to accomplish what they want (Johnson, 2022).

This research employed Bandura's self-efficacy theory as the primary theory. Applying Bandura's self-efficacy theory to measure teacher SE, this study offered a theoretical foundation for the hypothesis that the SE of lecturers influences their TP. More specifically, the researcher intends to determine the association between lecturers' SE and TP. Based on SE theory, one of the most important variables affecting achievement is having trust in one's skills (Gallagher, 2012). For instance, educators who own a high level of SE have confidence in their capacities and attitudes toward teaching, which positively influences their behaviors and effectiveness in the classroom (Johnson, 2022).

2.2.3 Teaching Performance Evaluation

Teaching performance evaluation (TPE) is known as a systematic and objective evaluation of a teacher's ability, job actions, and teaching effectiveness with students (Yonghong & Chongde, 2006). TP competence is often regarded as a measure of teacher ability, which is measured by teacher effectiveness. Thus, the TPE is a broad characteristic (Feldman, 1989; Marsh, 1987). The six primary elements of teaching evaluation are occupational morality, job dedication, assistance and cooperation, teaching effectiveness, interaction between teachers and students, and teaching value. (Yonghong & Chongde, 2006). Based on Yonghong &

Chongde (2006), the Ministry of Education is influenced by the teaching evaluation in terms of reward, punishment, appointment, dismissal, and promotion. It is also a standard by which teacher qualifications are reviewed and the efficacy of teacher preparation programs is determined. More specifically, the TPE is essential to education employees' alteration.

TPE mainly consists of task performance, such as style of instruction and actions that match teaching objectives; and contextual performance, such as professional ethics, competence, and teamwork (Yonghong & Chongde, 2006). Thus, TPE is a challenging task. To build a systematic approach for measuring teacher performance, TPE needs an in-depth knowledge of each teacher's style (Suarez & Toro, 2018). However, to become qualified for TPE, educators must employ learning theories, comprehend teachers as participants of change in the evaluation system incorporated into public policy, and suggest approaches or systems to deal with a wide range of problems (Belando et al., 2012; Cárdenas et al., 2012; Manzi et al., 2012). In short, TPE needs more than just refinement of the educational pace and setting standards for how well pupils are prepared to learn. Additionally, prioritizing improvement initiatives is also essential for the development of the teacher's role in the classroom.

2.3 Theoretical framework

The framework is based on earlier studies investigating the connection involving EI, SE, and job performance (JP). Goleman's Theory of Emotional Intelligence, which includes essential elements like SS, SA, SM, SC, and empathy, forms the basis of EI. Additionally, SE consists of three essential variables including efficacy for classroom management, student engagement, and instructional strategies. An examination of these characteristics leads to a comprehension of the connection between SE and EI concerning JP.

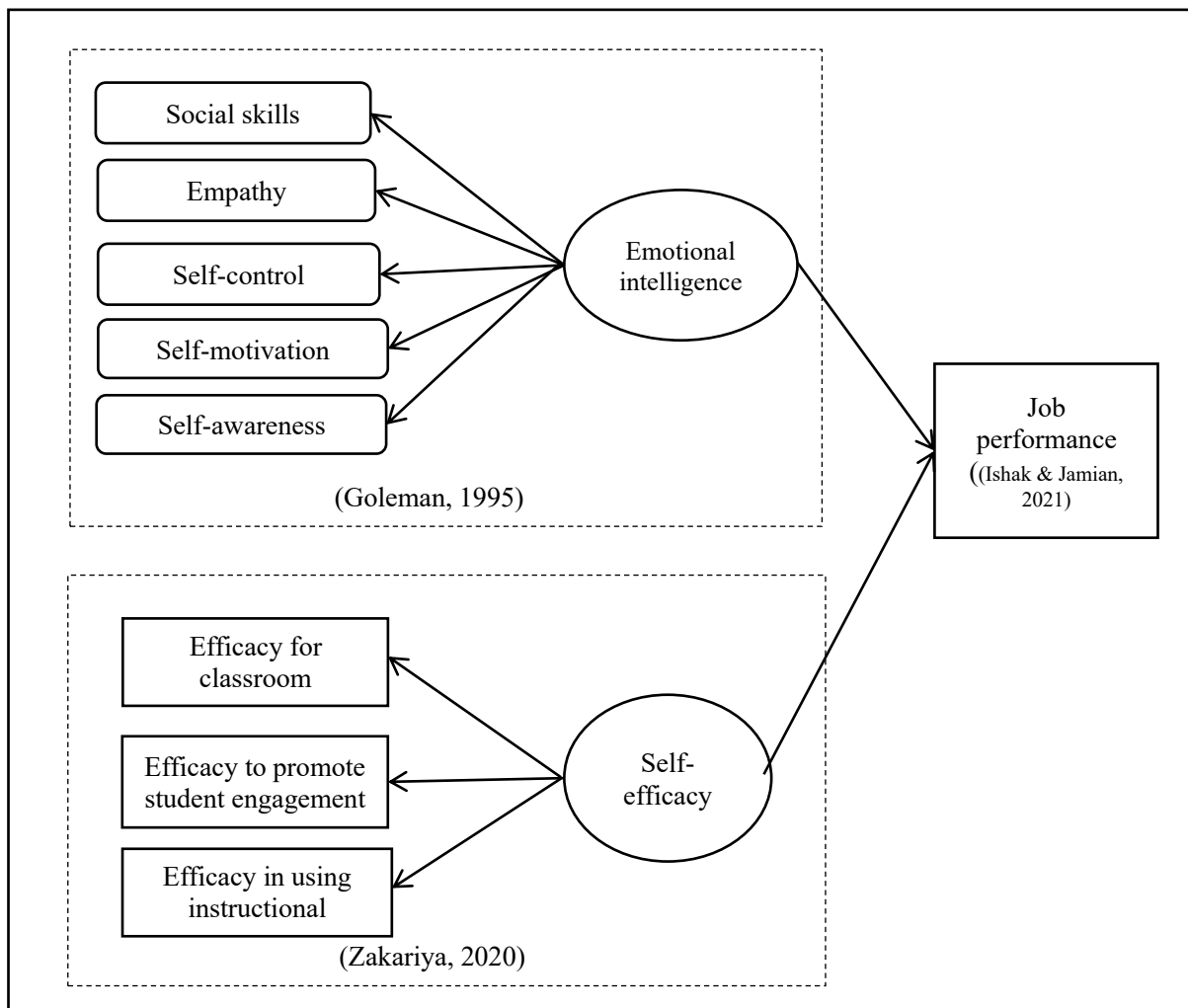


Figure 2.1 Theoretical Framework

2.4 Conceptual framework

The main goal of this study is the relationship involving three variables, which are EI, SE, and TP. EI allows educators to identify emotions for themselves and others and utilize that awareness to guide their choices and actions throughout the teaching process. This allows teachers to modify their own and others' emotions to fit the situation or accomplish their goals (Akram et al., 2019). SE enables instructors to feel confident in their teaching abilities and tasks, which leads to the achievement of their desired outcomes (Valental et al., 2020). As a result, the research's conceptual framework (Figure 2.2) emphasizes how SE and EI affect TP.

In this study, EI is the independent variable, which includes five factors, namely SA,

SR, motivation, empathy, and SS. SE is the independent variable, which includes three dimensions, such as, efficacy in student engagement, instructional strategies, and classroom management. TP is the dependent variable, which includes five dimensions, such as clarity of information, facilitation, curriculum planning, enthusiasm, and resource development.

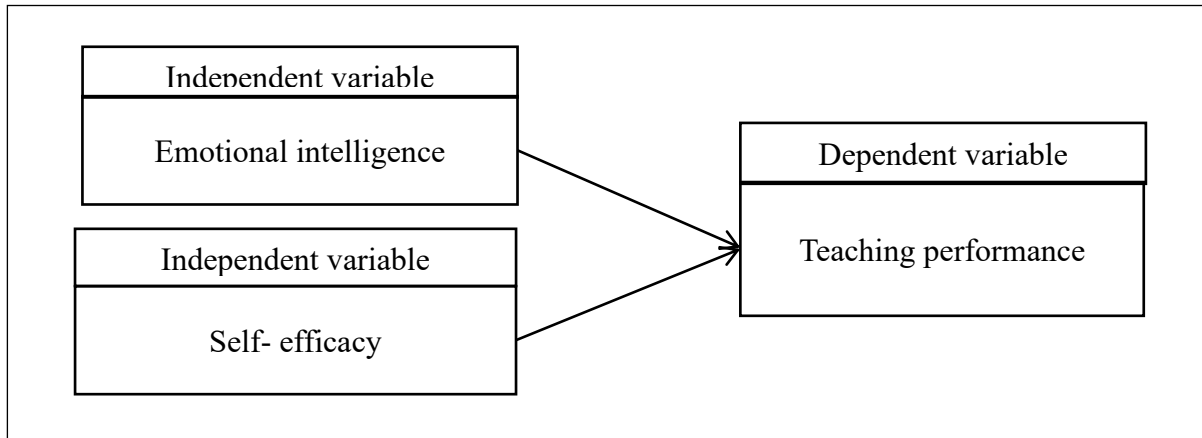


Figure 2.2 Conceptual Framework

2.5 The Effect of Emotional Intelligence on Teaching Performance

Studies have proved that EI is associated with TP (Corcoran & Tormey, 2013; Ingersoll & Strong, 2011; Ismail et al., 2020; Jimenez, 2020; Kanya et al., 2021 Suarez & Toro, 2018; Sutton & Wheatley, 2003).

Firstly, Ismail et al. (2020) investigated the connection between EI and work performance using a quantitative analysis. The researchers applied a theoretical framework that included Goleman’s five factors. The questionnaire has two parts namely demographic information and the 28 items. The researchers employed a 28-item questionnaire which consisted of 19 items related to the Malaysian EI item whereas the nine items were related to work performance. These 19 items are related to Goleman's theory which consists of five factors including SA, SR, motivation, empathy, and SS (Goleman, 1995). The nine items measure work performance, which contains work dedication, teaching effectiveness, and

teaching value. A total of 1186 vocational (TVET) teachers were chosen employing a simple random sampling method. The researchers concluded an insurance powerful correlation between teachers' EI and their work performance. Additionally, the results showed that EI factors, which consist of self-perception, SR, motivation, empathy, and SS, are significantly related to work performance. The researchers stated that this study can be used for vocational education and training educators in different TVET institutions in Malaysia.

In addition, Kanya et al. (2021) indicated that EI might be one of the variables influencing TP. Because one of a teacher's responsibilities is to engage and converse with a lot of individuals (Suarez & Toro, 2018). As a result, EI is a crucial skill for TP (Corcoran & Tormey, 2013; Sutton & Wheatley, 2003). Teachers' high EI can help them regulate their own emotions and be agile in gaining insights into the emotional changes of others, especially students. Gate (2000) indicated that highly emotionally intelligent teachers are more likely to inspire their pupils to take part in class, which leads to efficient instruction. Furthermore, teachers with high levels of EI can better control their classrooms and direct students' behavior, which significantly lowers conflicts and contradictions in the classroom (Jennings & Greenberg, 2009). Based on Ingersoll & Strong (2011), teachers with high EI can better control their emotions, which diminishes stress and anxiety through the teaching process and improves their performance. According to Kanya et al (2021), to advance and transcend their initial knowledge, teachers can enhance their performance and professionalism by critically analyzing their methods and approaches to teaching. Meanwhile, several earlier research supports the impact of EI on TP. Teachers with high EI tend to perform better in the classroom (Drew, 2006), which supports the strong correlation between EI and teaching effectiveness (Yoke & Panatik, 2015). In addition, Jimenez (2020) tested the relationship of EI, work attitude, and TP by using a quantitative method. A total of 768 public secondary school teachers were selected using a convenience sample technique. This study used a 50-item questionnaire (Helgriegel,

1992) which consisted of 20 items related to EI and 30 items related to work attitude. The results indicated that EI was highly associated with TP. Secondly, it showed a significant correlation between teachers' work attitudes and TP. Thirdly, there was an enormous disparity in the work attitude when participants were grouped based on gender, education level, and length of service. In conclusion, teachers must always employ EI to identify individual and other people's feelings while they are teaching.

2.6 The Effect of Self-efficacy on Teaching Performance

Self-efficacy describes someone's trust in their ability to complete a particular task which influences how individuals behave, how the environment is created, and how confident people are in their ability to achieve their goals (Bandura, 1997). As a result, SE is a major factor that people have an impact on every field. For example, how educators perceive the tasks and abilities they are required to teach. Teachers can feel they have the confidence and drive to teach their pupils effectively and enhance their academic performance because they are confident in their ability to accomplish it (Gibson & Dembo, 1984). Based on Valente et al. (2020), SE is crucial in helping teachers meet the requirements of their profession. Teachers would regard their work positively and make their personal professional growth beneficial when their professional goals are met or they are faced with receiving good rewards and appreciation from different public characters (Ganitiva et al., 2020). Koçoğlu (2021) states that instructors who possess a high degree of SE are more capable of handling issues like burnout and occupational anxiety that arise in the workplace, hence facilitating an improvement in their teaching effectiveness. Emmer & Hickman (1991) claimed that regardless of how aggressive the students are, instructors' management of classroom management and discipline among pupils is influenced by their high degree of SE. Studies also demonstrated that SE is positively correlated with work engagement and performance on the job (Jeniffer, 2020; Song et al., 2018).

The association between teachers' work engagement and their SE variables was investigated by Jennifer (2020) using a quantitative analysis. Regarding Bandura's theory of self-efficacy (Bandura, 1997) and Kahn's theory of engagement (Kahn, 1990), the researcher believed that social cognitive theory is the basis for the construction of SE. SE is not correlated with an individual's innate personality traits, but rather with learned skills. The Teacher's Sense of Efficacy Scale (TSES) and the Engaged Teacher Scale (ETS) are constructed based on the theory. The researcher used a snowballing approach to sample 103 foreign teachers from international schools in China. The researchers concluded that teacher SE positively impacted teacher engagement. They also found that the benefits from student engagement and social-emotional engagement on teachers' work engagement help to create a healthy work environment. Therefore, this study shed light on some possibilities to resolve teacher retention issues.

A few researchers have examined the link between JS and SE (Kasalak & Dağyar, 2020; Zakariya, 2020). For instance, Kasalak and Dağyar (2020) explored the connection between teacher JS and SE using a quantitative method. SE beliefs and motivational beliefs were part of the theoretical framework used in this study (Bandura, 1997; Pintrich & De Groot, 1990). Utilizing 102 studies on teacher SE and JS, the researchers used a meta-analysis approach to ascertain the association between the two variables. The results showed a strong connection involving teacher SE and JS. Therefore, teachers' JS will rise if their SE assessments improve. Regarding the study's shortcomings, data were only gathered through cross-sectional investigations. Furthermore, the meta-analysis's sample set was restricted to three reports from the Teaching and Learning International Survey (TALIS). These three limitations can lead to errors in the research. Next, Zakariya (2020) seconded the positive connection involving SE and JS. The researcher explored the link between school climate, SE, and JS. The researchers applied a theoretical framework that included the social-ecological theory (Bronfenbrenner,

1986; Darling, 2007) and Teacher SE (Bandura, 1986). According to the social-ecological theory, an individual is impacted by the combination of internal and external forces. According to Bandura (1997) and Zakariya et al. (2019), teacher SE is experience-based and mostly stems from mastery experience, vicarious experience, verbal/social persuasions, and physiological or affective states. The investigator utilized a 28-item survey to gather information from secondary school instructors in Norway. The questionnaire had eight items about JS, 12 items about teacher SE, and eight items concerning school climate. A total of 3951 respondents (2541 males and 1410 females) were sampled using the probabilistic technique. The findings showed a strong correlation involving teachers' SE and the school climate and JS. Furthermore, the results showed that the link between JS and school climate was mediated by teachers' SE. Thus, it was clear from this study that JS, school climate, and teacher SE were related. Furthermore, the generality and reliability of the results were enhanced by the application of cross-validation to assess JS, teacher SE, and school climate.

Furthermore, Ishak and Jamian (2021) used a quantitative research methodology with supplemental qualitative data to examine the connection between EI, SE, and JP. These researchers applied a theoretical framework that included Mayer and Salovey's Four Branch Model of Emotional Intelligence (1997), Bandura's Self-Efficacy Theory (1994), and Borman and Motowidlo's Job Performance Model (1993). The questionnaire consists of demographic items and 104 main items. With a total population sampling technique, 86 lecturers from a center of foundation studies owned by a public university, responded to the questionnaire. The result revealed that EI had a different extent of effects including positive, moderate, and statistically significant correlation with JP. Additionally, the result demonstrated that SE had a great association with their JP. The researchers stated that this study filled a gap in the correlation between the domains of EI, SE, and JP. The correlation of these three variables serves as a reference for strategic planning for the study to the Ministry of Higher Education

and administrators of higher. Teachers' TP is positively correlated with their degree of SE. In conclusion, teachers who exhibit a high degree of SE typically have higher confidence in TP.

2.7 Research gap

Several research gaps were identified based on previous research findings. Research on EI (Alghamdi et al., 2017; Dewaele, 2018; Iqbal et al., 2021; Sánchez-Álvarez et al., 2020; Valente et al., 2020) and SE (Ismayilova & Klassen, 2019; Johnson, 2022; Kasalak & Dağyar, 2020; Phan & Locke, 2016; Zakariya, 2020) were relatively more focused than research on TP. In Malaysia, there was very limited research on TP and more research on EI than SE (Aziz et al., 2020; Ishak & Jamian, 2021; Ismail et al., 2020). Specifically, the relationship among the variables of EI, SE, and TP was given very little focus. Additionally, there was a limited number of studies conducted at private schools because researchers tended to focus on public schools for EI and SE (Aziz et al., 2020; Ishak & Jamian, 2021; Ismail et al., 2020). Therefore, the research gaps suggest that the relationship among the three variables of EI, SE, and TP in a private university in Malaysia was the primary focus of this research.

2.8 Summary

In summary, the literature review describes theories related to EI, such as Mayer and Salovey's Four Branch Model, which emphasizes that teachers can adjust their own and others' emotions by perceiving their own and others' emotions (Mayer et al, 2004, 2016), Bandura's theory of self-efficacy and TPE (Yonghong & Chongde, 2006). Therefore, the interaction between the three elements of EI, SE, and JP acts as the basis for the theoretical framework. This study offers a conceptual framework to show how EI, SE, and TP are related to one another.

Besides, this chapter emphasizes two variables—EI and SE—that affect how well teachers’ function. It has been discovered that teachers with high EI and SE may use their emotional traits and language proficiency to inspire students' confidence and motivation to study, ultimately leading to improved academic performance. Finally, instructors with high EI and SE demonstrate a greater capacity to control their classrooms and mentor their pupils. Teachers who possessed a high EI and SE could better control their professional anxiety.

Table 2.3 Literature Matrix Table

Authors	Theoretical/ Conceptual Framework	Methodology	Key findings	Limitation & Weakness
Ishak & Jamian (2021)	Mayer and Salovey's Four Branch Model of Emotional Intelligence (1997) Bandura's Self-Efficacy Theory (1994) Borman and Motowidlo's Job Performance Model (1993)	Quantitative research design and supplementary qualitative data Total population sampling technique A 104-item questionnaire was answered by 86 lecturers at a centre of foundation studies owned by a public university in Selangor. Data were analysed via Pearson Product Moment Correlation Coefficient test.	All four emotional intelligence dimensions were positively correlated with job performance. The positive relationship between emotional intelligence and job performance. The positive correlation between self- efficacy and job performance.	This research on the relationship among self-efficacy, emotional intelligence, and job performance was limited to lecturers at a public university's fundamental research center. This study makes it possible to investigate qualitative research in greater detail. It is possible to investigate the possibility of other factors influencing job performance.
Ismail et al (2020)	Goleman's (1995) EI factors, include self-awareness, self-control, self-motivation, empathy, and social skills.	Quantitative research A total of 28-item questionnaire was answered by 1186 vocational teachers from eight (MPSTI) for pre-test and 31 MPSTI for post-test. Simple random sampling Data were analysed by SmartPLS 3.0 software.	Self-awareness, self-regulation, motivation, empathy, and social skills are EI factors that have a significant association with work performance. The findings showed that EI has a great association with work performance. Teachers with EI in Technical Vocational and Education and Training (TVET) have a relationship with work performance.	
Johnson (2022)	Bandura's theory of self-efficacy. Bandura based his construct of self-efficacy on social cognitive theory. Kahn's theory of engagement.	Quantitative study 103 international school teachers who have worked in China during the past 10 years at an international K12 school. The Teacher Sense of Efficacy Scale	Teacher self-efficacy and teacher work engagement had a significant association. The self-efficacy dimension of student engagement was a significant influenceer of the total perception of	The engaged teacher scale does not measure the degree to which educators do assign jobs, attend to deadlines, or accomplish other administrative duties at the school. The study failed to categorize teachers

		<p>(TSES) and the Engaged Teacher Scale (ETS) were used as instruments.</p> <p>A snowball method</p> <p>Data were analysed through descriptive, inferential, predictive statistical techniques and IBM's (v.27) Statistical Package for the Social Sciences (SPSS).</p>	<p>the research participants of work engagement.</p> <p>The characteristics of emotional engagement and social engagement for pupils were greatly associated with determinants of researchers' overall self-efficacy assessments.</p>	<p>into classes based on their background in foreign schools (such as bilingual, native student, and expatriate administrator).</p> <p>The overall and sub score teachers' sense of efficacy scale (TSES) data for every participant were not grouped based on the number of years that teachers had been in the classroom.</p> <p>Since many teachers were teaching online during the COVID-19 pandemic, which may have produced an impact on self-reports of self-efficacy, all the data were gathered at that time.</p>
Jimenez (2020)		<p>Quantitative research</p> <p>A descriptive-correlational method</p> <p>A convenience sampling technique</p> <p>A 50-item was answered by 768 public secondary school teachers from four school distribution offices in Central Luzon, Philippines.</p> <p>Data were analysed by frequency, percentage, mean, standard deviation, Pearson-r, and chi-square.</p>	<p>Their teaching performance exhibited a positive association with their emotional intelligence.</p> <p>The work attitude of teachers is highly correlated with their effectiveness as teachers.</p> <p>When respondents were divided into groups according to their gender, educational attainment, and years of work experience, there was a noticeable difference in their work attitudes.</p>	<p>School administrators need to apply for teachers with teaching experience give them teacher training and encourage them to attend seminars as a way of improving their work ethic.</p> <p>Teachers need to continuously improve their educational skills to adapt to the uniqueness of the education system and new trends.</p> <p>Future researchers need to conduct in-depth studies on emotional quotient.</p>
Kasalak & Dağyar (2020)	<p>Self-efficacy belief (Bandura, 1997)</p> <p>Motivational beliefs (Pintrich & De Groot, 1990)</p>	<p>Quantitative research</p> <p>A meta-analysis method</p> <p>Employed 102 studies related to teacher self-efficacy and teacher job satisfaction.</p> <p>Using 426.515 teachers from 25669 different schools.</p>	<p>Teacher self-efficacy had a great association with job satisfaction.</p>	<p>Only mean difference studies provided the data for the research. As a result, the study's findings have a bias in how they see causal relationships.</p> <p>Because only TALIS and participating nations' data were used for the meta-analyses, there is some bias in the research methodology.</p>

Data were analysed by Cohen's Kappa Coefficient of Consistency random effects model, standardised mean difference, Hedges and Olkins' Qb statistic (1985) and between-group homogeneity (Borenstein et al., 2009; Kulinskaya et al., 2008).

Zakariya (2020)	The social ecological theory (Bronfenbrenner, 1986; Darling, 2007) Teacher self- efficacy (Bandura, 1997; Zakariya, Goodchild, Bjørkestøl, & Nilsen, 2019)	Quantitative Research A 28-item was answered by 3951 Norwegian lower secondary school teachers. The probabilistic technique Four-point Likert scale Data from Teaching and Learning International Survey (TALIS) 2018 International Survey.	Teachers' satisfaction is directly impacted by aspects of the school climate. A few aspects of teachers' self-efficacy operate as a mediating factor for this direct effect.	The research was not possible to measure data on job satisfaction or school climate. For the research, cross-validation of models at different educational levels was not available. The research's sample is limited to a particular nation will bias the validity.
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CHAPTER 3: METHODOLOGY

3.1 Introduction

To offer a thorough elucidation of the interconnection among TP, SE, and EI, this chapter delves into the research methodology. In this study, the proposed research design focuses on examining the impact of EI and SE on TP. The chapter encompasses details on the data collection process, data analysis procedures, establishment of the research sample, sampling techniques employed, and the instruments utilized for data collection. Additionally, to ensure the impartiality of data collection and the proper adherence to protocols, the ethical considerations about data collection are comprehensively delineated towards the conclusion of this chapter.

3.2 Research Design

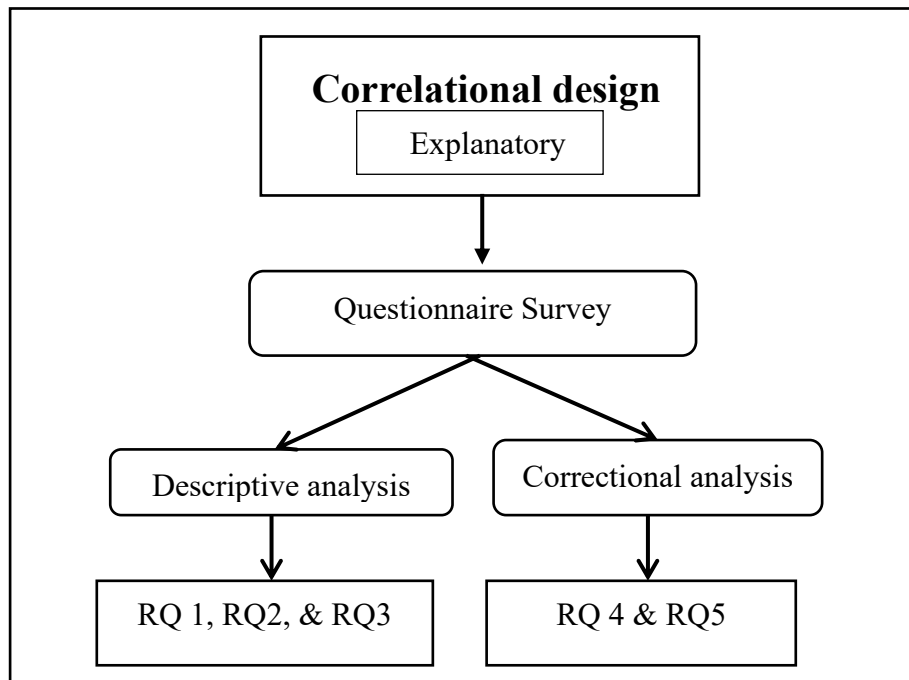


Figure 3.1 Research design

This study will explore the relationship among EI, SE, and TP through a quantitative survey design. Creswell (2012) emphasizes the use of standardized questionnaires in quantitative survey design to collect statistical information from a representative sample. This involves creating clear and specific questions administered in a standardized manner to ensure consistency. Statistical techniques are then applied to analyse the data, identifying patterns and relationships. The primary aim is to gather information that can be statistically analysed to reveal patterns, correlations, and trends in the collected data (Ajayi, 2017). The study will focus on original and unique data collected through questionnaires and other quantitative survey methods. Specifically, a survey will be conducted among Malaysian university lecturers to obtain primary data. A quantitative survey will be chosen as a study design to effectively and comprehensively answer the research question (Creswell, 2012).

The correlational design is that the researcher will explore relationships between variables without manipulating or controlling them. This design functions to assess EI, SE, and TP (Bhandari, 2021). The correlation coefficient, which has a range of -1 to 1, is utilized to assess the level and pattern of association between variables (Aarons, 2021; Creswell, 2021). In this study, a correlational research design, specifically an explanatory design, will be adopted to explain how changes in one variable may impact changes in another (Creswell, 2021).

The research method is a research technique of collecting responses to collect sample data (Creswell, 2012). There are five advantages to using it. First, the survey method can collect data from many kinds of samples (Groves et al. 2009). Second, the

survey method provides a standard way for collecting data. This is because its questions and answers are expected to be confirmed (Creswell, 2012). Third, it can collect and conduct statistical analysis of quantitative data, which benefits researchers in identifying the trends and patterns of data. Fourth, it guarantees participants' privacy safely. Finally, it has a cost-efficiency and quality-price ratio compared to other research methods (Creswell, 2012). Therefore, this study will employ survey methods for data collection.

The focus of this present study will be placed on elucidating the connection between EI, SE, and TP among Malaysian private university lecturers. Data collection will involve the use of a questionnaire, and analysis will include the application of a tree dendrogram through two distinct methods. Firstly, a descriptive analysis addresses the research questions one, two, and three regarding the level of EI, SE, and TP among Malaysia's private university lecturers respectively. Research questions four and five, which explore the relevance of the relationship between EI and TP as well as SE and TP, will then be addressed through the use of correlational analysis.

3.3 Sample and Sampling Techniques

To capture the characteristics of an entire population or group, Creswell (2012) suggests selecting a sample representative of the broader entity. Sampling, as described by Bhardwaj (2019), is the process of choosing a subset from the larger population to draw conclusions or make inferences about the whole. The population of lecturers in the private university is estimated at 768 lecturers. The university has two campuses in

Kampar, Perak, and Sungai Long, Selangor. Due to constraints in time and finances, the survey will focus on lecturers at the Kampar campus. To ensure a balanced and representative sample size, Krejcie and Morgan (1970) recommend maintaining a 95% confidence level and a 5% margin of error. This will ensure the study's findings will be more broadly applicable to the entire population. The researcher will sample 200 lecturers from the private university in Malaysia.

This study will employ non-probability sampling, specifically convenience sampling, chosen for its compatibility with quantitative research. Convenience sampling, as per Creswell (2012), selects participants based on their accessibility and convenience. The decision to use convenience sampling in this study will be motivated by several key factors. Firstly, it is a straightforward technique, allowing for a quick acquisition of data within limited time and resource constraints. Secondly, it reduces costs, demanding fewer resources and financial investment. Lastly, it offers flexibility to the researcher, allowing questionnaires to be administered at the convenience of the participants. Ultimately, the study will employ convenience sampling to select lecturers from a private university in Kampar, Malaysia meet the required sample size.

3.4 Instrumentation

A questionnaire with four main sections—A, B, C, and D—will be the main tool used to gather data for this study. Section A will focus on participants' demographic details, including gender, age, education, and teaching experience. Section B will center on EI, featuring 20 closed-ended items distributed across five essential areas including

SA, SR, motivation, empathy, and SS. These items will be adapted from Ismail et al. (2020). Section C will target SE, incorporating 16 closed-ended items adapted from Tschannen-Moran and Hoy (2001) and grouped into three sections, such as efficacy in terms of student engagement, instructional strategies, and classroom management (Tschannen-Moran & Hoy, 2004). Section D will primarily concentrate on TP, utilizing 27 closed-ended items based on the modification of Wang et al. (2020) and grouped into five sections, which are clarity of information, facilitation, curriculum planning, enthusiasm, and resource development (Wong et al., 2020).

The items in sections B, C, and D will apply a 5-point Likert scale which includes "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree.". This scale makes it easier for participants to understand and to guarantee that useful data is collected clearly and simply. The inclusion of a neutral midpoint, defined as "Neutral" with an odd number of response options helps prevent biased responses by accommodating participants who may feel ambivalent or neutral on certain issues (Taherdoost, 2019).

Moreover, lecturers will be expected to respond to a total of 63 closed-ended items with a 5-point Likert scale in sections B, C, and D. This approach not only streamlines the data collection process but also ensures participant-friendly comprehension. The deliberate inclusion of a neutral midpoint in the response options aligns with the study's goal of minimizing biased responses, providing participants the flexibility to express ambivalence or neutrality without feeling compelled to take a definitive stance (Taherdoost, 2019).

3.5 Data Collection Procedures

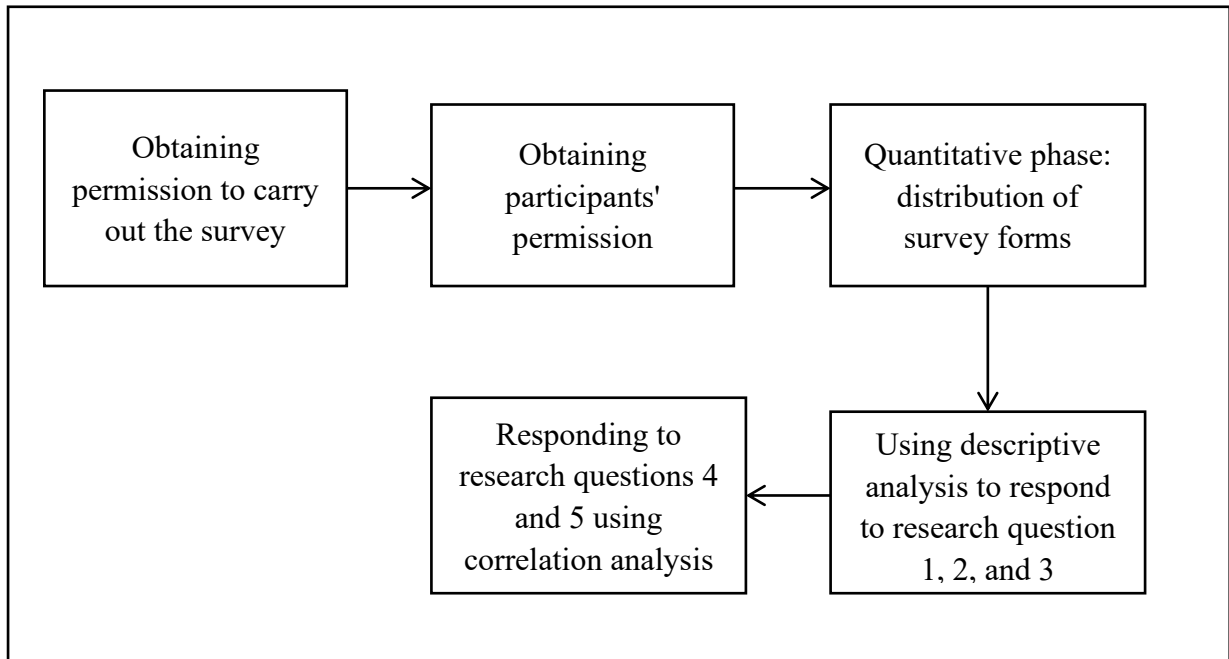


Figure 3.2 Data collection procedures

Data collection procedures encompass the systematic steps undertaken to acquire pertinent research data for a study (Creswell, 2012). Undoubtedly, the significance of meticulous data collection cannot be overstated in the context of research endeavors. The primary objective is to amass reliable and precise data that effectively addresses the research problem at hand (Paradis et al., 2016). To ensure the success of the study, researchers must exercise extreme caution in the selection and implementation of data collection procedures, as depicted in Figure 3.2 summarizing the utilized procedures.

Post-approval of the research plan, the researcher will visit various departments and colleges on the campus, presenting consent papers to participants. This meticulous approach serves to safeguard the rights of participants and ensure fair

treatment, thus mitigating the risk of abuse. For the quantitative data collection phase, participants will be provided with physical questionnaires after granting their approval. Recognizing the busy schedules of university lecturers and the potential lag in response to emails due to official information, the researcher opts against using online survey forms. Instead, physical questionnaires will be delivered to ensure a more direct and efficient method. To adhere to the specified timeframe and be readily available for participant inquiries, the researcher personally delivers questionnaires to the offices of lecturers in each faculty and section.

Upon completion by participants, the researcher will commence the process of gathering questionnaires. Subsequently, a successful recovery of the questionnaires sets the stage for descriptive and correlational analyses. Addressing research questions four and five, correlation analysis will be employed, while research question one will be tackled through descriptive analysis. This comprehensive approach ensures a robust and methodical exploration of the research objectives, contributing to the overall integrity of the study.

3.6 Data analysis

A statistical analysis software widely utilized for data management, statistical evaluation, and data visualization is the Statistical Package for the Social Sciences (SPSS) (Creswell, 2021). In this study, the collected data will be organised and scrutinized through the utilization of the Social Science Systems Package version 27.0 program (SPSS 27.0) in this research. This choice will be motivated by the researcher's

intention to collect and analyse statistical data for correlation and descriptive analyses using SPSS software, making it an ideal tool for this investigation.

Descriptive analysis serves as a statistical technique for enumerating and characterizing the essential components of data, encompassing data processing, interpretation, and summarization of the prominent features. Consequently, it provides the researcher with a comprehensible summary of the data, facilitating subsequent analysis and aiding in drawing pertinent conclusions (Creswell, 2021). In this study, descriptive analysis will be employed to address the research question one, two, and three, enhancing the understanding of lecturers' EI, SE, and TP.

Another statistical approach crucial for exploring the relationships between research variables is correlation analysis. The correlation measure in this analysis ranges primarily between 1 and -1, with a stronger relationship indicated by values closer to 1 or -1. The median correlation value of 0.324 signifies a positive association between the variables (Aarons, 2021). Therefore, correlation analysis will be employed in this study to address research questions four and five, shedding light on the connections between variables and elucidating the reasons for their changes.

In summary, the selection of SPSS software for data management and analysis aligns with the research objectives, and the strategic use of descriptive and correlation analyses enhances the depth of insight into the collected data, contributing to a more robust and meaningful interpretation of the findings.

3.7 Ethical considerations

Every research endeavour and its design must strictly adhere to ethical principles. Researchers should possess a profound comprehension of fundamental ethical guidelines and literacy to ensure the integrity of the study process and safeguard the well-being of participants. Research ethics play a pivotal role in shielding researchers from potential misuse and misconduct, consistently reinforcing their ethical responsibilities (Johnson & Christensen, 2014). It is imperative that researchers explicitly state the purpose and problems in their research.

To initiate the research process, the researcher will, first and foremost, seek ethical approval from the university where the study is to be conducted before data collection. Once approval is obtained, the researcher will compose a comprehensive consent form outlining the study's objectives and goals. To acquaint participants with the ethical standards guiding the study, researchers should provide access to various pertinent documents. These may include consent forms, privacy and confidentiality agreements, disclaimers regarding anonymity, and information about potential risks. This ensures that participants fully comprehend the study's purpose, potential risks, and benefits, while also guaranteeing the protection of their identities, school information, and overall privacy. Participant understanding is further affirmed by obtaining their signed consent, and participants retain the right to cease participation or withdraw at any point during the study. Lastly, researchers must emphasize to participants the importance of completing the questionnaire honestly to ensure the accuracy of the results. Completed forms should be filled out, signed, and submitted to the researcher

within a specified timeframe, typically within three days.

3.8 Summary

In conclusion, this chapter shows an in-depth scrutiny of methodological aspects of the research, encompassing the research design, sample and sampling technique, instrument, data collection procedures, data analysis, and lastly ethical considerations. The research design section delves into the chosen primary research methodologies—quantitative and correlational research—providing robust justifications aligned with the relevance of this study. The section on the sample and sampling technique elucidates both the sampling population and the employed technique in meticulous detail. The instrument section of this chapter predominantly elucidates the SE, EI, and TP questionnaires. The methods for textual preparation and administration are clearly outlined in the data collection procedure, ensuring transparency in the research process. The data analysis section furnishes a detailed account of the utilization of SPSS and the subsequent analytical procedures applied to interpret the results. Finally, the chapter culminates in an exhaustive discussion of the research ethics associated with the instrument, shedding light on its validity and reliability. This comprehensive exploration strengthens the study's overall rigor and credibility by advancing our grasp of the ethical and methodological issues that underpin it.

CHAPTER 4: ANALYSIS AND RESULTS

4.1 Introduction

This chapter analyses the data collected from the quantitative study to provide the corresponding interpretations of the research questions addressed in this study. The research questions serve as guidelines for the questionnaires:

RQ1: What is the level of emotional intelligence among the private university lecturers?

RQ2: What is the level of self-efficacy among the private university lecturers?

RQ3: What is the level of teaching performance among the private university lecturers?

RQ4: Is there a significant relationship between emotional intelligence and teaching performance?

RQ5: Is there a significant relationship between self-efficacy and teaching performance?

The analysis of the quantitative data included descriptive and correlation analyses through the use of the Statistical Package for Social Sciences (SPSS 29). A total of 254 responses were collected from lecturers at a private university in Perak, Malaysia to find out the relationship between EI, SE, and TP among the lecturers. The survey was conducted in the form of a field investigation for two weeks, from January 29th, 2024 to February 11th, 2024. Finally, this chapter ends with a summary, which concludes the results of the relationship among EI, SE, and TP of a private university lecturer in Malaysia.

4.2 Demographic Profile

The responses of 254 private university lecturers were analyzed into frequency and percentage on the questionnaire first. The analysis was based on the demographic distribution of the answers of the participants on the questionnaire including age, gender, faculty/center, and teaching experience (refer to Table 4.1).

Table 4.1 *Demographic Information of Respondents*

Characteristic	Category	Frequency	Percentage (%)
Age	20 - 30 years old	9	3.5
	31 - 40 years old	125	49.2
	41 - 50 years old	92	36.2
	51 - 60 years old	28	11.0
Gender	Male	106	41.7
	Female	148	58.3
Faculty/ Center	Faculty of Accountancy and Management (FAM)	16	6.3
	Faculty of Arts and Social Science (FAS)	32	12.6
	Faculty of Business and Finance (FBF)	60	23.6
	Faculty of Creative Industries (FCI)	11	4.3
	Faculty of Engineering and Green Technology (FEGT)	16	6.3
	Faculty of Information and Communication Technology (FICT)	34	13.4
	Faculty of Science (FSC)	30	11.8
	Institute of Chinese Studies (ICS)	0	0
	Lee Kong Chian Faculty of Engineering and Science (LKC FES)	13	5.1
	M. Kandiah Faculty of Medicine and Health Sciences (MK FMHS)	12	4.7
	Center for Foundation Studies (CFS)	30	11.8
Teaching Experience	≤ 5 years	36	14.2
	6-10 years	79	31.1
	11-15 years	73	28.7
	16-20 years	42	16.5
	> 20 years	24	9.4

Based on the distribution of the sample, it can be seen that the largest proportion of age groups of the sample was in the 31-40 years old group, which had a total of 125 lecturers. It accounted for 49.2% of the total number of lecturers, which was close to half. The second largest population of all age groups was 41-50 years old with 36.2% (n=92). The 20-30 years old was the third largest population of all age groups, accounting for 11% (n=28). Finally, the age with the least population was 20-30 years old. It accounted for 9% (n=9).

According to the gender category, 106 participants were male and 148 participants were female, making up 41.7% and 58.3% of the total number respectively. Therefore, it is not difficult to find that in this research, the number of female lecturers in the private university is more than that of males.

In terms of faculty/center, Faculty of Business and Finance (FBF) had the highest number of participants, which accounted for 23.6% (n=60). Faculty of Information and Communication Technology (FICT) had the second-highest number of participants of all faculties or centers with 13.4% (n=34). Faculty of Arts and Social Science (FAS) had the third highest number of participants of all faculties or centers with 12.6% (n=32). Center for Foundation Studies (CFS) and Faculty of Science (FSC) had the same number of 30 participants (11.8%), which was the fourth highest number of participants across all faculties or centers. Faculty of Accountancy and Management (FAM) and Faculty of Engineering and Green Technology (FEGT) had the fifth highest number of participating lecturers across all faculties or centers, accounting for 6.3% (n=16). Lee Kong Chian Faculty of Engineering and Science (LKC FES) had 13

lecturer participants, which accounted for 5.1%. M. Kandiah Faculty of Medicine and Health Sciences (MK FMHS) had 4.7% of the total number of participants (n=12). Lastly, Faculty of Creative Industries (FCI) had the second smallest number of participants among all the faculties. There were 11 participants in both, and 4.3% were recorded.

Within the category of teaching experience, the largest proportion of participants was 6-10 years of teaching experience. It accounted for 31.1% (n=79). Participants with > 20 years of teaching experience were the least numerous who had 24 and recorded 9.4%. At 14.2% of the total, the participants with ≤ 5 years of teaching experience were the second lowest of all. The number of participants with 16-20 years of teaching experience was 16.5% (n=42). The number of participants with 11-15 years of teaching experience was the second highest number of all participants, which made up 28.7% (n=73).

4.3. Descriptive Analysis

4.3.1 The Level of Emotional Intelligence among the Private University Lecturers

The study examined five aspects of EI which were SA, SR, motivation, empathy, and SS. As shown in Table 4.2, the overall mean of all participants (N = 254) stayed at a high level (Yaacob et al., 2019). The overall mean was $M = 3.89$ with the standard deviation (SD) = 0.42. Besides, the mean level of the five dimensions of EI of all participants was at a high level (Yaacob et al. 2019). This is because their mean ranges

were inside the interval of high level ($M = 3.41-4.20$). However, there were minimal mean gaps among the five aspects of EI, and the means were all below 4.00. As can be clearly seen from Table 4.2, the average empathy of participants was the highest ($m = 3.98$, $SD = 0.52$). On the contrary, the mean of the participant's level of motivation was the lowest ($M = 3.82$, $SD = 0.57$). Therefore, the level of EI among the private university lecturers was high.

Table 4.2 *Mean Value and Standard Deviation of the Level of Emotional Intelligence*

Level of Emotional Intelligence	Mean (M)	Std. deviation
Overall	3.89	0.42
Self-awareness (SA)	3.88	0.49
Self-Regulation (SR)	3.90	0.48
Motivation	3.82	0.57
Empathy	3.98	0.52
Social Skills (SS)	3.93	0.54

Note: Very High ($M= 4.21-5.00$), High ($M= 3.41-4.20$), Moderate ($M= 2.61-3.40$), Low ($M= 1.81-2.60$), Very Low ($M= 1.00-1.80$)

4.3.1.a Descriptive Analysis of Items in Emotional Intelligence Dimension

This section reveals the level of emotional intelligence among lecturers of a private university in Malaysia. According to Table 4.3, the average score of EI 3 was the highest. The item refers to "I am willing to provide the best service to others." The score was 4.08. In contrast, the results showed that EI 11 "I am willing to take on any task." The mean score of the other 19 items related to emotional intelligence was the lowest at 3.53. Furthermore, the mean scores of EI 3, EI 7, EI 12, EI 13, EI 14, EI 15, and EI 20 exceeded 4.0 (including 4.0). Less than average scores of 4.0 (excluding 4.0) were obtained by EI 1, EI 2, EI 4, EI 5, EI 6, EI 8, EI 9, EI 10, EI 11, EI 16, EI 17, EI 18, and EI 19. EI 15 "I am able to understand the situations" and EI 20 "I always share

information with my colleagues when working together." The coincidence rate of total samples was the highest, which was 85.4%. On the contrary, EI 11 "I am willing to take on any task." The total approval rate was the lowest, accounting for 54.7%. EI 1, EI 2, EI 3, EI 7, EI 9, EI 12, EI 13, EI 14, EI 15, and EI 20 all had total more than agreement rates of 80%. However, EI 4, EI 5, EI 6, EI 8, EI 10, EI 11, EI 16, EI 17, EI 18, and EI 19 all had an overall consent rate of less than 80%. The total agreement rates range from 50% to 60% for EI 4 (" I frequently seek feedback on my behaviour.") and EI 11("I am willing to take on any task." for which total agreement rates are 59.0% and 54.7% respectively. The findings presented that the emotional intelligence of lecturers in a private university has a relatively high level.

Table 4.3 Mean Score and Total Percentage of Agreement for Emotional Intelligence

No	Item	M	S.D.	Response Value Frequencies (%)					Total % of Agreement
				SDA	DA	N	A	SA	
EI 1	I am able to do anything that I planned.	3.94	0.731	0.8	3.1	15.4	62.2	18.5	80.7
EI 2	I am able to give a view even though it differs from others' views.	3.96	0.652	0.4	1.2	17.3	64.2	16.9	81.1
EI 3	I am able to recognise the impact of my behaviour on others (the effect of doing on others).	4.05	0.652	0.4	0.4	15.4	61.8	22.0	83.8
EI 4	I frequently seek feedback on my behaviour.	3.60	0.827	0.0	10.6	30.3	47.6	11.4	59.0
EI 5	I am able to act calmly even though I was angry.	3.78	0.793	0.4	5.1	26.8	51.2	16.5	67.7
EI 6	I am able to control my feelings even under stress.	3.78	0.773	0.4	4.7	26.4	53.1	15.4	68.5
EI 7	I feel guilty if I cannot perform the task properly.	4.02	0.752	0.8	3.1	13.0	59.4	23.6	83.0
EI 8	I can adjust very quickly to new challenges.	3.83	0.718	0.4	3.5	22.8	59.4	13.8	73.2
EI 9	I am able to work hard even when the tasks are difficult.	3.98	0.635	0.0	2.0	15.4	65.7	16.9	82.6
EI 10	I am always excited to do my job.	3.78	0.754	0.0	3.9	29.9	50.4	15.7	66.1
EI 11	I am willing to take on any task.	3.53	0.870	0.4	12.6	32.3	43.3	11.4	54.7
EI 12	I won't be tired of doing the job that I'm interested in.	4.03	0.822	0.8	4.3	14.6	52.0	28.3	80.3

EI 13	I am ready to hear others' problems.	4.00	0.703	0.0	3.5	14.2	61.4	20.9	82.3
EI 14	I am willing to provide the best service to others.	4.08	0.669	0.0	1.6	13.8	59.4	25.2	84.6
EI 15	I am able to understand the situations that others are experiencing.	4.01	0.603	0.0	1.6	13.0	68.5	16.9	85.4
EI 16	I am able to feel the pain of others.	3.87	0.719	1.2	3.1	16.5	65.7	13.4	79.3
EI 17	I am able to give a clear view.	3.93	0.643	0.0	1.6	19.7	63.0	15.7	78.7
EI 18	I am able to build friendly relationships with anyone.	3.88	0.758	0.4	3.5	22.4	55.1	18.5	73.6
EI 19	I am able to work with anyone.	3.86	0.765	0.8	3.5	21.7	56.7	17.3	74.0
EI 20	I always share information with my colleagues when working together.	4.07	0.667	0.4	1.2	13.0	61.8	23.6	85.4

4.3.2 The Level of Self-efficacy among the Private University Lecturers

The study measured the mean and standard deviation of the three areas of SE, which consist of EISE, EIIS, and EICM. Table 4.4 shows that the overall mean level of SE of the participants was high with an overall mean of 3.99 and an overall SD of 0.46 (Yaacob et al. 2019). As can be seen from Table 4.4 EIIS was the highest mean of these three dimensions of SE (M = 4.15, SD = 0.49). Furthermore, the second highest mean is EISE (M = 4.01, SD = 0.51). And the smallest mean among these three areas is EICM (M = 3.80, SD = 0.61). Therefore, the mean level of all three dimensions included in SE is in the high-level range (M= 3. 41-4. 20). As well as the level of SE among the private university lecturers was high.

Table 4.4 Mean Value and Standard Deviation of the Level of Self-efficacy

Level of Self-efficacy	Mean (M)	Std. deviation
Overall	3.99	0.46
Efficacy in student engagement	4.01	0.51
Efficacy in instructional strategies	4.15	0.49
Efficacy in classroom management	3.80	0.61

Note: Very High (M= 4.21-5.00), High (M= 3.41-4.20), Moderate (M= 2.61-3.40), Low (M= 1.81-2.60), Very Low (M= 1.00-1.80)

4.3.2.a Descriptive Analysis of Items in Self-efficacy Dimension

This section explains the level of SE among the lecturers of a private university in Malaysia. As seen in Table 4.5, SE 7 received the highest mean score, which relates to "I provide an alternative explanation or example when students are confused." The mean score was 4.37. Conversely, the results showed that SE 4 "I assist families in

helping their children do well in university." It had the lowest mean score of 3.44 when compared to the other 11 items related to self-efficacy. The mean scores of SE 1, SE 2, SE 3, SE 5, SE 6, SE 7, and SE 8 were all higher than 4.0. While the mean scores of SE 4, SE 9, SE 10, SE 11, and SE 12 were all below 4.0. With the highest overall sample agreement rating of 96.9% among them was SE 7 "I provide an alternative explanation or example when students are confused." On the contrary, SE 4 "I assist families in helping their children do well in university." The lowest overall agreement rate was 49.2%. The sample agreement rate for SE 1, SE 2, SE 3, SE 5, SE 6, SE 7, and SE 8 was more than 80%. However, the total agreement rate of the samples of SE 4, SE 9, SE 10, SE 11, and SE 12 was less than 80%. The total agreement range of the sample is between 90% and 100% where SE 1 " I help my students value learning.", SE 3 "I get students to believe they can do well in university tasks.", and SE 7 "I provide an alternative explanation or example when students are confused.". They had total sample agreement rates of 94.8%, 93.3% and 96.9% respectively. The results showed that lecturers in a private university have a very high degree of self-efficacy.

Table 4.5 Mean Score and Total Percentage of Agreement for self-efficacy

No	Item	M	S.D.	Response Value Frequencies (%)					Total % of Agreement
				SDA	DA	N	A	SA	
SE 1	I help my students value learning.	4.30	0.56	0.0	0.0	5.1	59.4	35.4	94.8
SE 2	I motivate students who show low interest in university tasks.	4.11	0.70	0.4	1.6	13.0	57.1	28.0	85.1
SE 3	I get students to believe they can do well in university tasks.	4.21	0.59	0.0	1.2	5.5	64.6	28.7	93.3
SE 4	I assist families in helping their children do well in university.	3.44	0.89	2.4	10.6	37.8	39.4	9.8	49.2
SE 5	I craft good questions for my students.	4.08	0.62	0.4	0.8	10.6	66.5	21.7	88.2
SE 6	I use a variety of assessment strategies.	4.08	0.64	0.0	1.6	12.2	62.6	23.6	86.2
SE 7	I provide an alternative explanation or example when students are confused.	4.37	0.54	0.0	0.0	3.1	56.7	40.2	96.9
SE 8	I implement alternative strategies in my classroom.	4.07	0.64	0.0	1.2	13.8	61.4	23.6	85.0
SE 9	I establish a classroom management system with each group of students.	3.82	0.78	0.8	3.9	24.8	53.1	17.3	70.4
SE 10	I calm a student who is disruptive or noisy.	3.80	0.74	0.8	2.8	26.8	55.1	14.6	69.7
SE 11	I get children to follow classroom rules.	3.72	0.75	0.4	5.9	26.4	56.3	11.0	67.3
SE 12	I control disruptive behavior in the classroom.	3.88	0.72	0.8	2.0	22.0	59.1	16.1	75.2

4.3.3 The Level of Teaching Performance among the Private University Lecturers

This study analysed five components of TP, which included COI, facilitation, CP, RD, and enthusiasm. From Table 4.6, the overall mean of TP for all participants (N = 254) was at a high level (Yaacob et al. 2019). The overall mean was 4.12 and the SD was 0.41. According to Table 4.4, the mean levels of all four dimensions of TP (COI, facilitation, CP, and enthusiasm) were at high levels (Yaacob et al. 2019), and their mean ranges were within the range of mean between 3.41 and 4.20. However, only the mean of RD was at a moderate level (M = 3.12, SD = 0.41). Table 4.4 present that the mean of COI was the highest (M = 4.19, SD = 0.40). Conversely, the mean level of RD was the lowest (M = 3.12, SD = 0.41). Overall, the level of TP among the private university lecturers was high.

Table 4.6 Mean Value and Standard Deviation of the Level of Teaching Performance

Level of Teaching Performance	Mean (M)	Std. deviation
Overall	4.12	0.41
Clarity of information	4.19	0.40
Facilitation	4.04	0.49
Curriculum planning	3.94	0.57
Resource development	3.12	0.41
Enthusiasm	4.18	0.50

Note: Very High (M= 4.21-5.00), High (M= 3.41-4.20), Moderate (M= 2.61-3.40), Low (M= 1.81-2.60), Very Low (M= 1.00-1.80)

4.3.3 The Level of Teaching Performance among the Private University

Lecturers

This study analysed five components of TP, which included COI, facilitation, CP, RD, and enthusiasm. From Table 4.7, the overall mean of TP for all participants (N = 254) was at a high level (Yaacob et al. 2019). The overall mean was 4.12 and the SD was 0.41. According to Table 4.4, the mean levels of all four dimensions of TP (COI, facilitation, CP, and enthusiasm) were at high levels (Yaacob et al. 2019), and their mean ranges were within the range of mean between 3.41 and 4.20. However, only the mean of RD was at a moderate level (M = 3.12, SD = 0.41). Table 4.4 present that the mean of COI was the highest (M = 4.19, SD = 0.40). Conversely, the mean level of RD was the lowest (M = 3.12, SD = 0.41). Overall, the level of TP among the private university lecturers was high.

Table 4.7 Mean Value and Standard Deviation of the Level of Teaching Performance

Level of Teaching Performance	Mean (M)	Std. deviation
Overall	4.12	0.41
Clarity of information	4.19	0.40
Facilitation	4.04	0.49
Curriculum planning	3.94	0.57
Resource development	3.12	0.41
Enthusiasm	4.18	0.50

Note: Very High (M= 4.21-5.00), High (M= 3.41-4.20), Moderate (M= 2.61-3.40), Low (M= 1.81-2.60), Very Low (M= 1.00-1.80)

4.3.3.a Descriptive Analysis of Items in Teaching Performance Dimension

This section explains the level of TP among the lecturers of a private university in Malaysia. Based on Table 4.8, the highest mean score was received at 4.33 for TP 5, which involves "I adjust my teaching pace, repeat if necessary or use examples for demonstration and practice according to students' learning conditions." However, the findings showed that TP 13 "I use peer-/self-assessment to understand the degree of interaction, engagement, and commitment among peers." had the lowest mean score of 3.72 when it was compared to the other 26 items related to teaching performance. All items recorded a mean score of 4.0 except TP 13, TP 17, TP 18, and TP 19 all had average scores less than 4.0. The TP 5 "I adjust my teaching pace, repeat if necessary or use examples for demonstration and practice according to students' learning conditions." with the greatest total agreement rating of 97.6%. On the contrary, TP 13 "I use peer-/self-assessment to understand the degree of interaction, engagement, and commitment among peers." had the lowest total agreement rate of 65.8%. Total agreement rates of above 80% of the sample were found for TP 1, TP 2, TP 3, TP 4, TP 5, TP 6, TP 7, TP 8, TP 9, TP 10, TP 11, TP 12, TP 14, TP 15, TP 16, TP 20, TP 21, TP 22, TP 23, TP 24, TP 25, TP 26, and TP 27 items. For TP 13, TP 17, and TP 18, the total consent rate was less than 80%. The total agreement rates of the samples were between 90% and 100% for TP 1 "For the challenging content, I enumerate examples that are easy to understand.", TP 4 "I explain or describe complicated or important information in detail and repeat if necessary.", TP 5 "I adjust my teaching pace, repeat if necessary or use examples for demonstration and practice according to students' learning

conditions.”, TP 6 “My teaching materials are displayed through words aided with figures and tables for impression.”, TP 9 “I analyze past teaching experiences for improvement of my teaching.”, TP 10 “I set explicit course regulations, e.g. Due date for assignments and rules of classroom interaction/discussion.”, TP 11 “I provide issues for discussions and questioning to stimulate students’ critical thinking.”, TP 14 “I use diverse instructional methods(e.g., lecturing, demonstrating, discussing, presenting, questioning-thinking or audiovisual media)according to course content. ”, TP 21 “I prepare my lessons well and check students’ assignments carefully. ”, TP 24 “ I take the opportunities for continued development of my professionalism. ”, and TP 26 “I use teaching resources, such as videos, slides, pictures and models.” Their overall sample agreement rates ranged from 90.5% to 97.6%. For both TP 24 and TP 26, the sample's overall consent rate was the same. Generally, the results showed that the TP of lecturers in a private university in Malaysia was at an exceedingly high level.

Table 4.8 Mean Score and Total Percentage of Agreement for Teaching Performance

No	Item	M	S.D.	Response Value Frequencies (%)					Total % of Agreement
				SDA	DA	N	A	SA	
TP 1	For the challenging content, I enumerate examples that are easy to understand.	4.23	0.52	0.0	0.0	4.7	67.7	27.6	95.3
TP 2	I adjust selected teaching content, syllabi and methods according to students' learning conditions.	4.07	0.67	0.0	2.8	11.0	62.7	23.6	86.3
TP 3	I teach students with materials that are tailored for their abilities.	4.02	0.61	0.0	1.6	13.4	66.9	18.1	85.0
TP 4	I explain or describe complicated or important information in detail and repeat if necessary.	4.31	0.54	0.0	0.0	3.9	60.6	35.4	96.0
TP 5	I adjust my teaching pace, repeat if necessary or use examples for demonstration and practice according to students' learning conditions.	4.33	0.53	0.0	0.4	2.0	62.2	35.4	97.6
TP 6	My teaching materials are displayed through words aided with figures and tables for impression.	4.20	0.65	0.4	1.2	7.1	60.6	30.7	91.3
TP 7	I recommend course-related books, journals, published literature or videos.	4.09	0.67	0.0	0.8	16.1	56.7	26.4	83.1
TP 8	I provide essential summaries aided with examples in my original teaching materials	4.14	0.63	0.0	1.6	9.4	62.6	26.4	89.0
TP 9	I analyze past teaching experiences for improvement of my teaching.	4.26	0.63	0.4	0.8	5.5	59.4	33.9	93.3
TP 10	I set explicit course regulations, e.g. Due date for assignments and rules of classroom interaction/discussion.	4.28	0.59	0.0	0.0	7.9	56.7	35.4	92.1
TP 11	I provide issues for discussions and questioning to stimulate students' critical thinking.	4.19	0.58	0.0	0.0	9.4	61.8	28.7	90.5
TP 12	I use hands-on practices, case studies, and small group discussions to assist students in developing critical thinking, problem solving, and capabilities of coordination and integration.	4.09	0.67	0.0	0.8	15.7	56.7	26.8	83.5
TP 13	I use peer-/self-assessment to understand the degree of interaction, engagement	3.72	0.83	1.2	6.3	26.8	50.8	15.0	65.8

	and commitment among peers.									
TP 14	I use diverse instructional methods(e.g., lecturing, demonstrating, discussing, presenting, questioning-thinking or audiovisual media)according to course content.	4.16	0.60	0.0	1.2	8.3	64.2	26.4	90.6	
TP 15	I provide immediate feedback and instruction on assignments, hands-on activities, reports, interactive response systems and e-learning platforms.	4.07	0.65	0.0	2.0	12.2	62.6	23.2	85.8	
TP 16	I design assignments, reports or take-home messages to stimulate self-motivated learning	4.04	0.66	0.0	0.8	17.3	58.7	23.2	81.9	
TP 17	I adjust teaching objectives according to the academic development of the department.	3.91	0.73	0.8	2.8	18.9	59.8	17.7	77.5	
TP 18	I adjust teaching objectives according to students' knowledge and skills.	3.82	0.78	0.8	4.3	23.6	54.3	16.9	71.2	
TP 19	I set the teaching objectives according to students' core competencies in departments, programmes or general education.	3.94	0.70	0.4	3.1	16.5	62.2	17.7	79.9	
TP 20	I demonstrate the goals of teaching activities and assignments	4.13	0.59	0.0	0.8	9.4	66.1	23.6	89.7	
TP 21	I prepare my lessons well and check students' assignments carefully.	4.22	0.58	0.0	0.8	5.9	63.4	29.9	93.3	
TP 22	I care about students' who have learning difficulties and provide individual tutoring.	4.13	0.67	0.0	2.4	9.4	60.6	27.6	88.2	
TP 23	I participate in activities or read articles related to teaching and learning.	4.06	0.72	0.0	3.5	12.2	58.7	25.6	84.3	
TP 24	I take the opportunities for continued development of my professionalism.	4.30	0.56	0.0	0.0	5.5	58.7	35.8	94.5	
TP 25	I create my original teaching materials such as slides, handouts, models or e-books.	4.09	0.70	0.0	1.6	15.7	54.3	28.3	82.6	
TP 26	I use teaching resources, such as videos, slides, pictures and models.	4.29	0.56	0.0	0.0	5.5	60.2	34.3	94.5	
TP 27	I use resources for teaching, such as electronic whiteboards, interactive response systems, and e-learning platforms.	4.13	0.77	1.2	1.2	13.4	52.4	31.9	84.3	

4.4 Correlational Analysis

4.4.1 The Relationship between Emotional Intelligence and Teaching Performance

The Pearson produce-moment correlation was employed in this study to assess the relationship between the EI mean and the TP mean. Table 4.9 shows that there is a strong positive connection [$r(254)=0.649$] between the EI and TP of lecturers at a private university, which demonstrates when the level of EI increases, the level of TP also increases. The P-value in the table indicates a significant correlation [$p <.001$]. This is because when the P-value is less than 0.005, which is considered as a significant association (Ratner, 2009). Therefore, there is a strong positive association between EI and TP for lecturers at a private university.

Table 4.9 *The Correlation between Emotional Intelligence and Teaching Performance*

		Emotional Intelligence Mean	Teaching Performance Mean
Emotional Intelligence	Pearson Correlation	1	.649**
Mean	Sig. (2-tailed)		<.001
	N	254	254

***. Correlation is significant at the 0.01 level (2-tailed).*

4.4.2 The Relationship between Self-efficacy and Teaching Performance

This study used the Pearson product-moment correlation to evaluate the relationship between the SE mean and the TP mean. According to ~~the~~ Table 4.10, there is a very strong positive correlation between the SE and TP of private university lecturers [$r(254) =.747$]. The results stated that when the level of SE increases, then the level of TP also increases. The p-value in the table shows that p was less than 0.001, indicating that the relationship is statistically significant (Ratner, 2009). Therefore,

there is a very strong positive connection between SE and TP for lecturers at a private university.

Table 4.10 *The Correlation between Self-efficacy and Teaching Performance*

		Self-efficacy Mean	Teaching Performance Mean
Self-efficacy Mean	Pearson Correlation	1	.747**
	Sig. (2-tailed)		<.001
	N	254	254

** *Correlation is significant at the 0.01 level (2-tailed).*

4.5 Summary

In short, this chapter includes the results of the quantitative study. According to the analysis of questionnaire survey, the EI level of lecturers in a private university in Malaysia is comparatively high. In addition, the SE and TP levels of lecturers are also very high. The results analysed through the use of SPSS version 29.0 validated the relationships between the variables. The results showed that the EI and TP of Malaysian private university lecturers were significantly and positively correlated. In addition, there is a strong positive correlation between SE and TP among lecturers in a private university in Malaysia.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter provides a comprehensive explanation of the importance of high levels of EI, SE, and TP for educators by discussing five research questions. Secondly, the chapter discusses the importance of the findings of this study for the field of education. In addition, this chapter also points out some limitations of this study and puts forward some honest and reasonable recommendations for potential research on similar phenomena in the future. Finally, this chapter provides a comprehensive conclusion in this entire study and summary for this chapter.

5.2 Discussion

5.2.1 Discussion on Research Question One

The result showed a relatively high level of EI among the lecturers of the selected sample. This shows that the lecturers of the selected sample have more empathy. They learned to be sensitive to the students' emotions and understand students' points raised, which helped them to adjust their teaching style and content to better satisfy the needs of the students. Besides, the selected lecturers were able to establish good and effective communication with students. Specifically, lecturers with high EI respected the students' thoughts and better communicated with different students to adjust their communication methods, which established a stronger and more trusting relationship with the students and inspired them to participate in learning. Finally, the selected

sample of lecturers were better able to regulate their own emotions and keep a positive working condition in the classroom, thus, coping more effectively with teaching stress and creating a more positive and inclusive classroom environment. Therefore, the findings were consistent with the past study that has extensively explored teachers' EI (Alghamdi et al., 2017; Dewaele, 2018; Dolev & Leshem, 2017; Shahivand & Moradkhani, 2020; Sutton & Wheatley, 2003; Ye & Chen, 2015).

Ignat and Clipa (2012) investigated the connections between EI, satisfaction with life, work mentality, and general job satisfaction among Romanian teachers. Researchers used a quantitative approach and concluded that there was a strong correlation between teachers' EI, satisfaction with life, work mentality, and general job satisfaction. Teachers with high emotional intelligence who are satisfied with their lives are often satisfied with their teaching work, which urges them to treat their work with a more positive attitude. However, teachers with low EI expressed their dissatisfaction with their lives and jobs. In addition, they often express negative emotions, such as complaints, anxiety, and stress. Similarly, Dewaele (2018) used a quantitative study and concluded that Trait EI had a good relationship with well-being, self-control, and sociability. Teachers with high levels of Trait EI can better manage their emotions and deal with their stress. They can deal with students' emotional changes quickly and effectively and establish a strong trust relationship with students.

Therefore, the findings of the present study indicate the importance of EI level for lecturers at a private university. Educators with high EI levels are content with their lives and can build friendly social relationships with their students with a positive

mindset (Dewaele et al. 2018; Gkonou & Mercer, 2017). Additionally, they have empathy and can understand and perceive things from the students' perspective. This demonstrates the importance of EI on the well-being index (Dewaele, 2018), job satisfaction (Anari, 2012), teaching performance (Ezzi, 2019), professional ethics (Ashraf et al., 2017), and teaching process (Pekrun, 2019).

In conclusion, high EI can improve university lecturers' well-being, job satisfaction, and teaching performance. This is because university lecturers with high EI can establish positive social relations by effectively establishing friendly interpersonal relationships and effectively solving conflicts and misunderstandings in their work (Dewaele et al. 2018; Gkonou & Mercer, 2017). Secondly, university lecturers with high emotional intelligence actively cultivate students' good qualities by demonstrating empathy, positive responses to setbacks, and a sense of responsibility (Dewaele et al. 2018). Lecturers with high EI can effectively manage their emotions and pressures, and face challenges in work and life with a confident, positive, and calm attitude (Pekrun, 2019).

5.2.2 Discussion on Research Question Two

The result of this study showed that the level of SE among lecturers in a private university was high. It suggested that the selected lecturers were confident in their teaching skills and they presented positive and effective teaching to their students by demonstrating their confident behavior and speech in the classroom. Besides, the selected lecturers had a flexible and inclusive teaching approach and were receptive to

input from students, parents, and leaders, so that they could modify their teaching methods to better satisfy the students' needs. Lastly, the selected lecturers never give up easily in the face of difficulties and challenges at work, but rather choose to be resilient and see difficulties and challenges as motivation for their progress. Therefore, the findings were consistent with the past studies related to SE (Burić & Macuka, 2018; Ismayilova & Klassen, 2019; Kent & Giles, 2017; Lemon & Garvis, 2016; Liu & Huang, 2019; Phan & Locke, 2016; Wagner & Imanel-Noy, 2014) .

Hemmings et al (2012) conducted a quantitative study and concluded that despite the differences between countries and learning environments, schoolteachers' sense of self-efficacy is higher than that of research and service. The study showed that teachers with high SE were confident in their teaching and spent relatively more time preparing materials and teaching. Second, students' engagement in learning was significantly increased by high SE teachers who demonstrated greater enthusiasm and confidence in their teaching style, commitment to their students and the classroom, and effective classroom management (Skaalvik & Skaalvik, 2007; Tschannen-Moran et al., 1998). However, teachers with low SE frequently showed low self-confidence in their teaching, their burnout scores were very high, and they often felt stressed, tired, and anxious, which affected their effectiveness. Similarly, Johnson (2022) used a quantitative study that teachers' SE was associated with teacher engagement, student engagement, emotional engagement, and dedication to student socialization. The study showed that high SE teachers faced difficulties with a positive attitude and did not give up easily. Additionally, high SE teachers were very clear and confident about their

teaching goals, and they were better able to develop students' critical thinking and creativity, which was conducive to improving students' academic performance. Moreover, high SE teachers increased student participation in the classroom by utilizing flexible teaching methods. At the same time, student participation provided them with additional experience and feedback, which helped them improve as teachers and gained them more teaching experience.

Therefore, the results of this study indicate the importance of SE level for private university lecturers. Educators with high SE levels were confident in their teaching practice and they were able to invest more energy and time in their teaching, which enhanced classroom effectiveness (Chen, 2019; Skaalvik & Skaalvik, 2007). This attested to the importance of SE for burnout (Burić & Macuka, 2018), job satisfaction (Ismayilova & Klassen, 2019), and reflective teaching (Kurosh et al., 2020).

In conclusion, high SE can improve university lecturers' job satisfaction, teaching effectiveness, and self-regulation. This is because university lecturers with high se are more willing to spend time and energy researching new teaching methods, which is conducive to implementing new teaching practices in the classroom (Kent & Giles, 2017). They also can effectively manage classroom discipline, which is beneficial to the professional development of lecturers and students (Kent & Giles, 2017; Wagner & Imanel-Noy, 2014) On the other hand, high SE lecturers are skilled at finding joy, satisfaction, and fulfillment from teaching, which enables them to always rise to the situation and work tirelessly in the face of setbacks (Burić & Macuka, 2018).

5.2.3 Discussion on Research Question Three

The result of this study showed that the level of TP among lecturers in a private university was high. This suggested that the selected sample of high TP lecturers had both extensive subject knowledge and sophisticated professional skills. They had the spirit of pioneering and innovating in the subjects they taught, which meant that they had a certain depth of understanding of the subject knowledge and professional skills they taught. This facilitated their ability to effectively communicate complex concepts of the subject to students through using easy-to-understand language, which increased students' interest and participation in the classroom. Secondly, the sample of high TP lecturers focused more on student-centered teaching and learning in the classroom, as they did this by creating goals that were challenging and achievable for each student and effectively adapted their teaching style to help students become more adaptable in the classroom and stimulate them to think independently and realize their full potential. Finally, the selected high TP lecturers were good at collaborating with students' parents, and school leaders as well as encouraging students' parents and school leaders to support and encourage students' learning. They also cooperated with colleagues and school leaders to create a comfortable and calm learning environment for students, which increased the fun and confidence of students. Therefore, the results of the study were consistent with past research related to TP (Basantes et al., 2017; Bisinoto & Almeida, 2017; Escudero, 2019; González & Subaldo, 2017; Sánchez et al., 2019; Soria et al., 2020; Suswanto et al., 2017).

Gonzales (2021) studied the relationship between lecturers' TP and university

students' academic performance. This study employed a quantitative study and concluded that there was a positive relationship between lecturers' TP and university students' academic performance. This was because lecturers with high TP levels had the professional knowledge to adapt their teaching style to each student's characteristics and learning styles, which helped improve students' academic performance. Meanwhile, students' responses and feedback provided reflections for lecturers with high YP levels. However, lecturers with low TP levels did not have enough knowledge about related disciplines to support them in imparting professional knowledge to students. Therefore, this was not conducive to improving students' academic performance, and teaching results were not obvious. Similarly, Bakar (2016) used quantitative research to conclude that teachers' professional knowledge level had a positive impact on students' performance and teachers' TP. This was because teachers with high levels of TP had rich teaching knowledge and professional skills. Their rich knowledge base enabled them to provide theoretical guidance and technical support for students, which could satisfy the students' interest in obtaining answers and knowledge, thus promoting the establishment of a deep and friendly trust relationship between teachers and students.

Therefore, the results of this study demonstrated the importance of TP level for lecturers in a private university. Educators with high TP levels were confident in their teaching skills, and they could always rely on their deep professional knowledge to patiently explain problems and solve students' doubts. This allowed them to develop a trusting and friendly social relationship with students (Costa et al. 2016; Pazmiño, 2016). This confirmed the impact of TP on the quality of teaching (Guzzardo et al. 2020)

and on students' academic performance (Gonzales, 2021).

Overall, lecturers with high TP improve their quality of teaching and the academic performance of students. This is because teachers with a high TP level are committed to improving every part of their teaching. They are good at using their rich knowledge base to answer students' questions on various topics. They are good at providing students with more knowledge about related topics by using current events and related topics to satisfy their thirst for knowledge. Secondly, teachers with a high level of TP have a specific teaching plan that meets the level of many students, and they can quickly and effectively adjust their teaching plan through the feedback and response of students, which is conducive to the absorption and acquisition of the content of the course by the students. In addition, teachers with a high level of TP have a wealth of experience in teaching, they are more focused on student-centered teaching and are better able to incorporate 21st-century teaching methods in the classroom to stimulate critical thinking, potential, and creativity in their students.

5.2.4 Discussion on Research Question Four

This section discusses the findings on the RQ 4, "Is there a significant relationship between EI and TP?". The findings of this study emphasized the positive correlation between EI and TP of lecturers in a Malaysian private university. The study showed that when lecturers' EI increases, their TP also increases. This was because the selected sample of lecturers with high EI levels were able to deal with each student's problem positively and patiently. They could quickly detect the change in a student's

emotion so that they could quickly help the students solve their emotional problems. This was conducive to the establishment of a cordial and trusting relationship between the lecturers and the students, which was conducive to the creation of a positive learning environment. Secondly, the selected sample of high EI lecturers was empathetic in that they learned about each student's learning preferences and personal needs, and then adapted their teaching methods to increase students' motivation. Finally, the high EI lecturers of the sample were able to handle student-student and student-teacher conflicts effectively (Valente & Lourenço, 2020). They could calmly and comfortably solve these problems and find a solution that was beneficial to both sides, thus creating a safe and comfortable learning environment for the students. The findings were consistent with past literature on EI and TP. (Corcoran & Tormey, 2013; Ingersoll & Strong, 2011; Ismail et al., 2020; Jimenez, 2020; Kanya et al., 2021 Suarez & Toro, 2018; Sutton & Wheatley, 2003).

In the context of the profession (TVET), a quantitative study conducted by Ismail et al (2020) concluded that there is a strong correlation between teachers' EI and their JP. This was because high EI teachers could deal with problems in their work in a positive, calm, and calm way and find ways to solve them to improve their JP. Conversely, teachers with low EI levels were surrounded by negative emotions that were detrimental to their performance and ability to enhance it, such as self-doubt, anxiety, and whining whenever they encountered difficulties at work. Similarly, Jimenez (2020) showed that there was a positive relationship between EI and TP in secondary education. This was because teachers with high levels of EI could quickly

identify and stabilize their emotional changes. At the same time, they were able to quickly gain insights into their students' mood swings in the classroom, so that they could quickly address their students' emotions and enable them to quickly move on from a negative state, which in turn increased students' enthusiasm and confidence in learning, and improved teachers' TP in the classroom.

Therefore, research findings suggested that EI was an important variable in TP (Corcoran & Tormey, 2013; Sutton & Wheatley, 2003). For example, educators with high EI were more likely to perform better in the classroom (Drew, 2006), which confirmed the strong correlation between EI and TP (Yoke & Panatik, 2015). Teachers with high levels of EI were able to regulate their emotions more effectively and were able to respond more quickly to changes in students' emotions in the classroom.

In conclusion, high EI can help private university lecturers improve their TP. This is because lecturers with high EI levels can effectively convey complex and difficult concepts and content in the classroom by using simple and easy-to-understand teaching styles, thus ensuring that students can easily understand the material covered in class (Drew, 2006). Secondly, lecturers with high EI levels may resolve conflicts or unanticipated circumstances in the classroom by coming up with sensible solutions for all parties involved (Deweale et al. 2018). Finally, lecturers with high EI levels are good at motivating and inspiring students. They also understand the importance of encouragement and positive reinforcement in promoting student engagement and academic success (Pekrun, 2019).

5.2.5 Discussion on Research Question Five

This section discusses the findings on the RQ 5, "Is there a significant relationship between SE and TP?". The analyses indicated a positive correlation between teacher SE and TP. These findings were supported by several past studies involving similar dependent variables. (Kasalak and Dağyar, 2020; Ishak and Jamian, 2021; Zakariya, 2020).

A quantitative study by Kasalak and Dağyar (2020) verified the link between teacher JS and SE. Similarly, Zakariya (2020) found that there was a positive correlation between JS and SE, which verified this discovery. Furthermore, Ishak and Jamian (2021) conducted a mixed-methods study to examine the relationships between EI, SE and JP. They found that SE was strongly associated with their JP. In this context, the phenomenon could be explained by the fact that lecturers believed in their ability to fulfill their tasks, they were driven to teach effectively and improve students' academic performance (Gibson & Dembo, 1984). Notably, SE played a critical role in helping teachers meet the demands of their profession (Valente et al. 2020). In short, the findings suggested that lecturers with high levels of SE were most likely to demonstrate excellent TP.

5.3 Implications

The results of this study have several practical implications. Firstly, this study validates the theoretical support of Goleman's Emotional Intelligence Theory (Goleman, 1995), Bandura's Self-Efficacy Theory (Bandura, 1977), and Yonghong and Chongde's

(2006) Teaching Performance Evaluation. This study also reveals the importance of the relationship between EI, SE, and TP in Malaysian higher education. Therefore, higher education institutions can provide opportunities for lecturers to take part in professional development programs to enhance their EI, SE, and TP development. For example, it includes in-house training and seminars focusing on improving teaching skills and knowledge. By considering the specific needs and interests of lecturers, professional development plans can be customized to build their confidence in the ability to effectively implement new teaching strategies. In addition, institutions of higher education should ensure that lecturers can get enough resources and assistance so that they can easily implement their teaching plans. For example, access to technology, teaching materials, and teachers' support is crucial to the confidence of lecturers. With adequate support, this will improve the SE of their teaching.

Secondly, lecturers might adopt a more interactive and student-centered approach by applying the study's findings as reference. By establishing a student-centered classroom environment, it is possible to promote the development of students' critical thinking, creativity, and self-confidence, which in turn increases their interest and investment in learning.

On the other hand, to improve lecturers' EI, training courses and workshops focusing on EI skills should be provided. For example, the course could cover topics related to self-awareness, self-regulation, and empathy. In addition, practical strategies and reflective practices should be provided to help lecturers improve their EI skills. Reflective practice encourages lecturers to conduct regular self-reflection to deepen

their understanding of their emotions and reactions in class. Higher education institutions should promote the use of diaries or positive thinking exercises to improve the self-awareness and emotional adjustment skills of lecturers.

5.4 Limitations

There are some limitations to this study. Firstly, due to the limitation of time and resources, this study only chose a private university in Malaysia as the research location. Therefore, the results of this study cannot be used to generalize information about the level of EI, SE, and TP, as well as the relationship between them of lecturers in other universities in Malaysia. Secondly, this study may not be able to provide a deeper understanding of the level of EI, SE, and TP of the lecturers by using only quantitative methods for data collection. Thirdly, this study only investigates the correlation between EI, SE, and TP, but the effects between EI, SE, and TP are not able to be investigated through correlation analysis.

5.5 Recommendation for Future Study

Due to the limitation of time and resources, the location of this study was limited to a private university in Malaysia. Therefore, future research should therefore share their resources, expertise, and infrastructure as much as possible by seeking the help and cooperation of other researchers, institutions or organizations. Efforts can be made to expand the scope of research to include public universities and other private universities in Malaysia. While minimizing the demand for a single resource, which

expands the generalizability of the research findings to the Malaysian education field. Secondly, this research only used quantitative research. Therefore, future research should also consider adding the qualitative method of data collection. By doing so, the researcher can gain a deeper understanding and appreciation of how EI and SE affect lecturers' TP. Finally, future research could include regression analysis to estimate the functional relationship (cause and effect) between EI and TP and between SE and TP.

5.6 Conclusion

In conclusion, this study measured the level of EI, SE, and TP of lecturers in Malaysian private universities, which contributes significantly to the existing body of knowledge. Firstly, this study suggested that the level of EI in Malaysian private university lecturers is high, which meant that Malaysian private university lecturers were able to manage their emotions well and solve the stress caused by work and life. At the same time, Malaysian private university lecturers were able to be sensitive to the student's emotional changes in the classroom and were able to quickly resolve the negative emotions of the students in the classroom. Secondly, this study showed that the SE of Malaysian private university lecturers was at a high level. This meant that Malaysian private university lecturers were confident in their teaching ability. In this context, it could be interpreted that Malaysian private university lecturers were motivated to teach students the course content. Thirdly, this study showed that the TP level of Malaysian private university lecturers was high. This means that Malaysian private university lecturers had excellent teaching experience and teaching skills.

Secondly, this study also delved into the relationship between EI and TP as well as SE and TP of Malaysian private university lecturers. Firstly, this study showed that there was a positive correlation between EI and TP of Malaysian private university lecturers. This suggested that when lecturers' EI increases, their TP also increases. In addition, this study showed that SE and TP of Malaysian private university lecturers had a positive relationship. This meant that when the SE of the lecturers increased, their TP also increased.

In addition, the results of this study provide considerable support for the theories of Goleman's theory of emotional intelligence (Goleman, 1995), Bandura's theory of self-efficacy (Bandura, 1977), and Yonghong and Chongde's (2006) teaching performance evaluation (2006).

This research has important implications for educational institutions, educators, and other stakeholders, especially higher education. This study provided feasible recommendations and strategies for their implementation, not only emphasizing the importance of EI, SE, and TP development for educators, within educational institutions, and other stakeholders, but also providing potential solutions to improve EI, SE, and TP among Malaysian educators. In addition, this study provided practical implications both internationally and locally in Malaysia, as well as presenting the limitations and recommendations for future research, thus facilitating a foundation for future researchers to further deepen the research into EI, SE, and TP.

5.7 Summary

This chapter contains a discussion of variables to understand the importance of EI, SE, and TP to private university lecturers in Malaysia. Secondly, this chapter also contains a description of the implications of this study to understand that this study is important both internationally and locally in Malaysia. Thirdly, this chapter also puts forward some recommendations on the limitations of the research and future research, which provides valuable references for future research. Fourthly, the conclusion of this chapter is an overview of the whole study, thus expressing the importance of the development of SE, EI, and TP for educators.

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APPENDIX

PERSONAL DATA PROTECTION NOTICE

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.

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes:

- | | | |
|----------------------|-----------------------|--|
| a) Name | f) Employment History | k) Photo |
| b) Identity card | g) Medical History | l) Personal Information and Associated Research Data |
| c) Place of Birth | h) Blood type | |
| d) Address | i) Race | |
| e) Education History | j) Religion | |

2. The purposes for which your personal data may be used are inclusive but not limited to:
- | | |
|---|--|
| a) For assessment of any application to UTAR. | g) For educational and related purposes consequential to UTAR. |
| b) For processing any benefits and services | h) For replying any responds to complaints and enquiries |
| c) For communication purposes | i) For the purpose of our corporate governance |
| d) For advertorial and news | j) For the purposes of conducting research/ collaboration |
| e) For general administration and record purposes | |
| f) For enhancing the value of education | |
3. 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.
4. 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.
5. 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:

6. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.
7. 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.
8. You may access and update your personal data by writing to us at liuyingying@utar.my

Acknowledgment of Notice

- [] I have been notified and that I hereby understood, consented and agreed per UTAR above notice.
- [] I disagree, my personal data will not be processed.

.....
Name:
Date:

Appendix A – Questionnaire



UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ARTS AND SOCIAL SCIENCES

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

FINAL YEAR PROJECT

**‘THE EFFECTS OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY
ON PRIVATE UNIVERSITY LECTURERS’ TEACHING PERFORMANCE’**

Survey Questionnaire

I am a final year undergraduate student pursuing Bachelor of Arts (Hons) English Education from University Tunku Abdul Rahman (UTAR), Perak.

The purpose of the study is to investigate the effects of emotional intelligence and self-efficacy on private university lectures’ teaching performance. Your participation will greatly contribute to the success of this survey. I truly appreciate your help in participating in this survey, and your responses will remain private and will be used strictly for **academic purpose only**.

Thank you.

Name: Liu, YingYing

Student ID: 21AAB01262

Supervisor's Name: Mr. Tiew Chia Chun

'THE EFFECTS OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY ON PRIVATE UNIVERSITY LECTURERS' TEACHING PERFORMANCE'

The questionnaire aims to obtain information about the emotional intelligence, self-efficacy, and teaching performance among private university lecturers. Your earnest honesty when answering the following questions is very much appreciated. Your assistance will be much valued, and all the responses will be kept confidential and anonymous solely for the purposes of my research. Thank you for your cooperation and willingness to take part in the questionnaire.

SECTION A: DEMOGRAPHIC PROFILE

Please tick only one answer on each of the following question.

1) Age

- 20-30 years old
- 31-40 years old
- 41-50 years old
- 51-60 years old

2) Gender

- Male
- Female

3) Faculty / Center

- Faculty of Accountancy and Management (FAM)
- Faculty of Arts and Social Science (FAS)
- Faculty of Business and Finance (FBF)
- Faculty of Creative Industries (FCI)
- Faculty of Engineering and Green Technology (FEGT)
- Faculty of Information and Communication Technology (FICT)
- Faculty of Science (FSC)
- Institute of Chinese Studies (ICS)
- Lee Kong Chian Faculty of Engineering and Science (LKC FES)
- M. Kandiah Faculty of Medicine and Health Sciences (MK FMHS)
- Center for Foundation Studies (CFS)

4) Teaching Experience

- \leq 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- $>$ 20 years

SECTION B

Instruction: The following statements refer to the emotional intelligence, self-efficacy and teaching performance among private university lecturers. Please read the following statements carefully and tick (√) the most relevant choice.

B(i) Emotional Intelligence

		1	2	3	4	5
No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I am able to do anything that I planned.	1	2	3	4	5
2	I am able to give a view even though it differs from others' views.	1	2	3	4	5
3	I am able to recognise the impact of my behaviour on others (the effect of doing on others).	1	2	3	4	5
4	I frequently seek feedback on my behaviour.	1	2	3	4	5
5	I am able to act calmly even though I was angry.	1	2	3	4	5
6	I am able to control my feelings even under stress.	1	2	3	4	5
7	I feel guilty if I cannot perform the task properly.	1	2	3	4	5
8	I can adjust very quickly to new challenges.	1	2	3	4	5
9	I am able to work hard even when the tasks are difficult.	1	2	3	4	5
10	I am always excited to do my job.	1	2	3	4	5
11	I am willing to take on any task.	1	2	3	4	5
12	I won't be tired of doing the job that I'm interested in.	1	2	3	4	5
13	I am ready to hear others' problems.	1	2	3	4	5
14	I am willing to provide the best service to others.	1	2	3	4	5
15	I am able to understand the situations that others are experiencing.	1	2	3	4	5
16	I am able to feel the pain of others.	1	2	3	4	5
17	I am able to give a clear view.	1	2	3	4	5
18	I am able to build friendly relationships with anyone.	1	2	3	4	5
19	I am able to work with anyone.	1	2	3	4	5
20	I always share information with my colleagues when working together.	1	2	3	4	5

B(ii) Self-efficacy

		1	2	3	4	5
No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
21	I help my students value learning.	1	2	3	4	5
22	I motivate students who show low interest in university tasks.	1	2	3	4	5
23	I get students to believe they can do well in university tasks.	1	2	3	4	5
24	I assist families in helping their children do well in university.	1	2	3	4	5
25	I craft good questions for my students.	1	2	3	4	5
26	I use a variety of assessment strategies.	1	2	3	4	5
27	I provide an alternative explanation or example when students are confused.	1	2	3	4	5
28	I implement alternative strategies in my classroom.	1	2	3	4	5
29	I establish a classroom management system with each group of students.	1	2	3	4	5
30	I calm a student who is disruptive or noisy.	1	2	3	4	5
31	I get students to follow classroom rules.	1	2	3	4	5
32	I control disruptive behavior in the classroom.	1	2	3	4	5

B(iii) Teaching Performance

		1	2	3	4	5
No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
33	For the challenging content, I enumerate examples that are easy to understand.	1	2	3	4	5
34	I adjust selected teaching content, syllabi and methods according to students' learning conditions.	1	2	3	4	5
35	I teach students with materials that are tailored for their abilities.	1	2	3	4	5
36	I explain or describe complicated or important information in detail and repeat if necessary.	1	2	3	4	5
37	I adjust my teaching pace, repeat if necessary or use examples for demonstration and practice according to students' learning conditions.	1	2	3	4	5
38	My teaching materials are displayed through words aided with figures and tables for impression.	1	2	3	4	5
39	I recommend course-related books, journals, published literature or videos.	1	2	3	4	5
40	I provide essential summaries aided with examples in my original teaching materials.	1	2	3	4	5
41	I analyze past teaching experiences for improvement of my teaching.	1	2	3	4	5
42	I set explicit course regulations, e.g., Due date for assignments and rules of classroom interaction/discussion.	1	2	3	4	5
43	I provide issues for discussions and questioning to stimulate students' critical thinking.	1	2	3	4	5
44	I use hands-on practices, case studies, and small group discussions to assist students in developing critical thinking, problem solving, and capabilities of coordination and integration.	1	2	3	4	5
45	I use peer-/self-assessment to understand the degree of interaction, engagement and commitment among peers.	1	2	3	4	5
46	I use diverse instructional methods (e.g., lecturing, demonstrating, discussing, presenting, questioning-thinking or audiovisual media) according to course content.	1	2	3	4	5
47	I provide immediate feedback and instruction on assignments, hands-on activities, reports, interactive response systems and e-learning platforms.	1	2	3	4	5
48	I design assignments, reports or take-home messages to stimulate self-motivated learning.	1	2	3	4	5

49	I adjust teaching objectives according to the academic development of the department.	1	2	3	4	5
50	I adjust teaching objectives according to students' knowledge and skills.	1	2	3	4	5
51	I set the teaching objectives according to students' core competencies in departments, programmes or general education.	1	2	3	4	5
52	I demonstrate the goals of teaching activities and assignments.	1	2	3	4	5
53	I prepare my lessons well and check students' assignments carefully.	1	2	3	4	5
54	I care about students' who have learning difficulties and provide individual tutoring.	1	2	3	4	5
55	I participate in activities or read articles related to teaching and learning.	1	2	3	4	5
56	I take the opportunities for continued development of my professionalism.	1	2	3	4	5
57	I create my original teaching materials such as slides, handouts, models or e-books.	1	2	3	4	5

Thank you for completing this questionnaire! Your feedback is really important to me, and I truly appreciate the time you have taken to participate in this research project.

Appendix B – Sample Filled Questionnaire 1

PERSONAL DATA PROTECTION NOTICE

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.

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes:

- | | | |
|----------------------|-----------------------|--|
| a) Name | f) Employment History | k) Photo |
| b) Identity card | g) Medical History | l) Personal Information and Associated Research Data |
| c) Place of Birth | h) Blood type | |
| d) Address | i) Race | |
| e) Education History | j) Religion | |

2. The purposes for which your personal data may be used are inclusive but not limited to:

- | | |
|---|---|
| a) For assessment of any application to UTAR | g) For educational and related purposes consequential to UTAR |
| b) For processing any benefits and services | h) For replying any responds to complaints and enquiries |
| c) For communication purposes | i) For the purpose of our corporate governance |
| d) For advertorial and news | j) For the purposes of conducting research/ collaboration |
| e) For general administration and record purposes | |
| f) For enhancing the value of education | |

3. 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.
4. 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.
5. 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:

6. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.
7. 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.
8. You may access and update your personal data by writing to us at liuinying@utar.my

Acknowledgment of Notice

- I have been notified and that I hereby understood, consented and agreed per UTAR above notice.
- I disagree, my personal data will not be processed.

Name: *Syad Mahommed*
Date: *6/2/2024*



UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCES

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION
FINAL YEAR PROJECT

**'THE EFFECTS OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY ON
PRIVATE UNIVERSITY LECTURERS' TEACHING PERFORMANCE'**

Survey Questionnaire

I am a final year undergraduate student pursuing Bachelor of Arts (Hons) English Education from University Tunku Abdul Rahman (UTAR), Perak.

The purpose of the study is to investigate the effects of emotional intelligence and self-efficacy on private university lectures' teaching performance. Your participation will greatly contribute to the success of this survey. I truly appreciate your help in participating in this survey, and your responses will remain private and will be used strictly for **academic purpose only**.

Thank you.

Name: Liu, YingYing

Student ID: 21AAB01262

Supervisor's Name: Mr. Tiew Chia Chun

**'THE EFFECTS OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY ON
PRIVATE UNIVERSITY LECTURERS' TEACHING PERFORMANCE'**

The questionnaire aims to obtain information about the emotional intelligence, self-efficacy, and teaching performance among private university lecturers. Your earnest honesty when answering the following questions is very much appreciated. Your assistance will be much valued, and all the responses will be kept confidential and anonymous solely for the purposes of my research. Thank you for your cooperation and willingness to take part in the questionnaire.

SECTION A: DEMOGRAPHIC PROFILE

Please tick only one answer on each of the following question.

1) Age

- 20-30 years old
- 31-40 years old
- 41-50 years old
- 51-60 years old

2) Gender

- Male
- Female

3) Faculty / Center

- Faculty of Accountancy and Management (FAM)
- Faculty of Arts and Social Science (FAS)
- Faculty of Business and Finance (FBF)
- Faculty of Creative Industries (FCI)
- Faculty of Engineering and Green Technology (FEGT)
- Faculty of Information and Communication Technology (FICT)
- Faculty of Science (FSC)
- Institute of Chinese Studies (ICS)
- Lee Kong Chian Faculty of Engineering and Science (LKC FES)
- M. Kandiah Faculty of Medicine and Health Sciences (MK FMHS)
- Center for Foundation Studies (CFS)

4) Teaching Experience

- < 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- > 20 years

SECTION B

Instruction: The following statements refer to the emotional intelligence, self-efficacy and teaching performance among private university lecturers. Please read the following statements carefully and tick (✓) the most relevant choice.

B(i) Emotional Intelligence

No.	Statement	1	2	3	4	5
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I am able to do anything that I planned.	1	2	3 ✓	4	5
2	I am able to give a view even though it differs from others' views.	1	2	3	4 ✓	5
3	I am able to recognise the impact of my behaviour on others (the effect of doing on others).	1	2	3	4 ✓	5
4	I frequently seek feedback on my behaviour.	1	2	3	4 ✓	5
5	I am able to act calmly even though I was angry.	1	2	3	4	5 ✓
6	I am able to control my feelings even under stress.	1	2	3	4	5 ✓
7	I feel guilty if I cannot perform the task properly.	1	2	3	4 ✓	5
8	I can adjust very quickly to new challenges.	1	2	3 ✓	4	5
9	I am able to work hard even when the tasks are difficult.	1	2	3 ✓	4	5
10	I am always excited to do my job.	1	2	3 ✓	4	5
11	I am willing to take on any task.	1	2 ✓	3	4	5
12	I won't be tired of doing the job that I'm interested in.	1	2 ✓	3	4	5
13	I am ready to hear others' problems.	1	2	3 ✓	4	5
14	I am willing to provide the best service to others.	1	2	3 ✓	4	5
15	I am able to understand the situations that others are experiencing.	1	2	3	4 ✓	5
16	I am able to feel the pain of others.	1	2	3 ✓	4	5
17	I am able to give a clear view.	1	2	3 ✓	4	5
18	I am able to build friendly relationships with anyone.	1	2	3	4	5 ✓
19	I am able to work with anyone.	1	2	3	4	5 ✓
20	I always share information with my colleagues when working together.	1	2	3	4	5 ✓

B(ii) Self-efficacy

		1	2	3	4	5
No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
21	I help my students value learning.	1	2	3	4	5
22	I motivate students who show low interest in university tasks.	1	2	3	4	5
23	I get students to believe they can do well in university tasks.	1	2	3	4	5
24	I assist families in helping their children do well in university.	1	2	3	4	5
25	I craft good questions for my students.	1	2	3	4	5
26	I use a variety of assessment strategies.	1	2	3	4	5
27	I provide an alternative explanation or example when students are confused.	1	2	3	4	5
28	I implement alternative strategies in my classroom.	1	2	3	4	5
29	I establish a classroom management system with each group of students.	1	2	3	4	5
30	I calm a student who is disruptive or noisy.	1	2	3	4	5
31	I get children to follow classroom rules.	1	2	3	4	5
32	I control disruptive behavior in the classroom.	1	2	3	4	5

B(iii) Teaching Performance

		1	2	3	4	5
No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
33	For the challenging content, I enumerate examples that are easy to understand.	1	2	3	4	5
34	I adjust selected teaching content, syllabi and methods according to students' learning conditions.	1	2	3	4	5
35	I teach students with materials that are tailored for their abilities.	1	2	3	4	5
36	I explain or describe complicated or important information in detail and repeat if necessary.	1	2	3	4	5
37	I adjust my teaching pace, repeat if necessary or use examples for demonstration and practice according to students' learning conditions.	1	2	3	4	5

38	My teaching materials are displayed through words aided with figures and tables for impression.	1	2	3	4	5
39	I recommend course-related books, journals, published literature or videos.	1	2	3	4	5
40	I provide essential summaries aided with examples in my original teaching materials.	1	2	3	4	5
41	I analyze past teaching experiences for improvement of my teaching.	1	2	3	4	5
42	I set explicit course regulations, e.g., Due date for assignments and rules of classroom interaction/discussion.	1	2	3	4	5
43	I provide issues for discussions and questioning to stimulate students' critical thinking.	1	2	3	4	5
44	I use hands-on practices, case studies, and small group discussions to assist students in developing critical thinking, problem solving, and capabilities of coordination and integration.	1	2	3	4	5
45	I use peer-/self-assessment to understand the degree of interaction, engagement and commitment among peers.	1	2	3	4	5
46	I use diverse instructional methods (e.g., lecturing, demonstrating, discussing, presenting, questioning-thinking or audiovisual media) according to course content.	1	2	3	4	5
47	I provide immediate feedback and instruction on assignments, hands-on activities, reports, interactive response systems and e-learning platforms.	1	2	3	4	5
48	I design assignments, reports or take-home messages to stimulate self-motivated learning.	1	2	3	4	5
49	I adjust teaching objectives according to the academic development of the department.	1	2	3	4	5
50	I adjust teaching objectives according to students' knowledge and skills.	1	2	3	4	5
51	I set the teaching objectives according to students' core competencies in departments, programmes or general education.	1	2	3	4	5
52	I demonstrate the goals of teaching activities and assignments.	1	2	3	4	5
53	I prepare my lessons well and check students' assignments carefully.	1	2	3	4	5
54	I care about students' who have learning difficulties and provide individual tutoring.	1	2	3	4	5
55	I participate in activities or read articles related to teaching and learning.	1	2	3	4	5
56	I take the opportunities for continued development of my professionalism.	1	2	3	4	5
57	I create my original teaching materials such as slides, handouts, models or e-books.	1	2	3	4	5
58	I use teaching resources, such as videos, slides, pictures and models.	1	2	3	4	5
59	I use resources for teaching, such as electronic whiteboards, interactive response systems, and e-learning platforms.	1	2	3	4	5

Thank you for completing this questionnaire! Your feedback is really important to me, and I truly appreciate the time you have taken to participate in this research project.

you're welcome.

Appendix C – Sample Filled Questionnaire 2

PERSONAL DATA PROTECTION NOTICE

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1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes:

- | | | |
|----------------------|-----------------------|--|
| a) Name | f) Employment History | k) Photo |
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| c) Place of Birth | h) Blood type | |
| d) Address | i) Race | |
| e) Education History | j) Religion | |


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- | | |
|---|---|
| a) For assessment of any application to UTAR | g) For educational and related purposes consequential to UTAR |
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| c) For communication purposes | i) For the purpose of our corporate governance |
| d) For advertorial and news | j) For the purposes of conducting research/ collaboration |
| e) For general administration and record purposes | |
| f) For enhancing the value of education | |
3. 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.
4. 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.
5. 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.

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7. 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.
8. You may access and update your personal data by writing to us at liuyingying@lutar.my

Acknowledgment of Notice

- I have been notified and that I hereby understood, consented and agreed per UTAR above notice.
- I disagree, my personal data will not be processed.


Name: OH ZI XIN
Date: 5/2/2024



UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCES

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

FINAL YEAR PROJECT

**'THE EFFECTS OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY ON
PRIVATE UNIVERSITY LECTURERS' TEACHING PERFORMANCE'**

Survey Questionnaire

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The purpose of the study is to investigate the effects of emotional intelligence and self-efficacy on private university lectures' teaching performance. Your participation will greatly contribute to the success of this survey. I truly appreciate your help in participating in this survey, and your responses will remain private and will be used strictly for **academic purpose only**.

Thank you.

Name: Liu, YingYing

Student ID: 21AAB01262

Supervisor's Name: Mr. Tiew Chia Chun

SONAL DA... SONAL DA...

'THE EFFECTS OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY ON PRIVATE UNIVERSITY LECTURERS' TEACHING PERFORMANCE'

The questionnaire aims to obtain information about the emotional intelligence, self-efficacy, and teaching performance among private university lecturers. Your earnest honesty when answering the following questions is very much appreciated. Your assistance will be much valued, and all the responses will be kept confidential and anonymous solely for the purposes of my research. Thank you for your cooperation and willingness to take part in the questionnaire.

SECTION A: DEMOGRAPHIC PROFILE

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1) Age

- 20-30 years old
- 31-40 years old
- 41-50 years old
- 51-60 years old

2) Gender

- Male
- Female

3) Faculty / Center

- Faculty of Accountancy and Management (FAM)
- Faculty of Arts and Social Science (FAS)
- Faculty of Business and Finance (FBF)
- Faculty of Creative Industries (FCI)
- Faculty of Engineering and Green Technology (FEGT)
- Faculty of Information and Communication Technology (FICT)
- Faculty of Science (FSC)
- Institute of Chinese Studies (ICS)
- Lee Kong Chian Faculty of Engineering and Science (LKC FES)
- M. Kandiah Faculty of Medicine and Health Sciences (MK FMHS)
- Center for Foundation Studies (CFS)

4) Teaching Experience

- < 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- > 20 years

SECTION B

Instruction: The following statements refer to the emotional intelligence, self-efficacy and teaching performance among private university lecturers. Please read the following statements carefully and tick (✓) the most relevant choice.

B(i) Emotional Intelligence

No.	Statement	1	2	3	4	5
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I am able to do anything that I planned.	1	2	3	4	5
2	I am able to give a view even though it differs from others' views.	1	2	3	4	5
3	I am able to recognise the impact of my behaviour on others (the effect of doing on others).	1	2	3	4	5
4	I frequently seek feedback on my behaviour.	1	2	3	4	5
5	I am able to act calmly even though I was angry.	1	2	3	4	5
6	I am able to control my feelings even under stress.	1	2	3	4	5
7	I feel guilty if I cannot perform the task properly.	1	2	3	4	5
8	I can adjust very quickly to new challenges.	1	2	3	4	5
9	I am able to work hard even when the tasks are difficult.	1	2	3	4	5
10	I am always excited to do my job.	1	2	3	4	5
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19	I am able to work with anyone.	1	2	3	4	5
20	I always share information with my colleagues when working together.	1	2	3	4	5

B(ii) Self-efficacy

No.	Statement	1	2	3	4	5
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
21	I help my students value learning.	1	2	3	4	5
22	I motivate students who show low interest in university tasks.	1	2	3	4	5
23	I get students to believe they can do well in university tasks.	1	2	3	4	5
24	I assist families in helping their children do well in university.	1	2	3	4	5
25	I craft good questions for my students.	1	2	3	4	5
26	I use a variety of assessment strategies.	1	2	3	4	5
27	I provide an alternative explanation or example when students are confused.	1	2	3	4	5
28	I implement alternative strategies in my classroom.	1	2	3	4	5
29	I establish a classroom management system with each group of students.	1	2	3	4	5
30	I calm a student who is disruptive or noisy.	1	2	3	4	5
31	I get children to follow classroom rules.	1	2	3	4	5
32	I control disruptive behavior in the classroom.	1	2	3	4	5

B(iii) Teaching Performance

No.	Statement	1	2	3	4	5
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
33	For the challenging content, I enumerate examples that are easy to understand.	1	2	3	4	5
34	I adjust selected teaching content, syllabi and methods according to students' learning conditions.	1	2	3	4	5
35	I teach students with materials that are tailored for their abilities.	1	2	3	4	5
36	I explain or describe complicated or important information in detail and repeat if necessary.	1	2	3	4	5
37	I adjust my teaching pace, repeat if necessary or use examples for demonstration and practice according to students' learning conditions.	1	2	3	4	5

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42	I set explicit course regulations, e.g., Due date for assignments and rules of classroom interaction/discussion.	1	2	3	4	5
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44	I use hands-on practices, case studies, and small group discussions to assist students in developing critical thinking, problem solving, and capabilities of coordination and integration.	1	2	3	4	5
45	I use peer-/self-assessment to understand the degree of interaction, engagement and commitment among peers.	1	2	3	4	5
46	I use diverse instructional methods (e.g., lecturing, demonstrating, discussing, presenting, questioning-thinking or audiovisual media) according to course content.	1	2	3	4	5
47	I provide immediate feedback and instruction on assignments, hands-on activities, reports, interactive response systems and e-learning platforms.	1	2	3	4	5
48	I design assignments, reports or take-home messages to stimulate self-motivated learning.	1	2	3	4	5
49	I adjust teaching objectives according to the academic development of the department.	1	2	3	4	5
50	I adjust teaching objectives according to students' knowledge and skills.	1	2	3	4	5
51	I set the teaching objectives according to students' core competencies in departments, programmes or general education.	1	2	3	4	5
52	I demonstrate the goals of teaching activities and assignments.	1	2	3	4	5
53	I prepare my lessons well and check students' assignments carefully.	1	2	3	4	5
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56	I take the opportunities for continued development of my professionalism.	1	2	3	4	5
57	I create my original teaching materials such as slides, handouts, models or e-books.	1	2	3	4	5
58	I use teaching resources, such as videos, slides, pictures and models.	1	2	3	4	5
59	I use resources for teaching, such as electronic whiteboards, interactive response systems, and e-learning platforms.	1	2	3	4	5

Thank you for completing this questionnaire! Your feedback is really important to me, and I truly appreciate the time you have taken to participate in this research project.