



**UNIVERSITI PUTRA MALAYSIA**

***EFFECTS OF BEHAVIOURAL COMPETENCIES ON EMOTIONAL  
INTELLIGENCE AND TEACHING PERFORMANCE OF  
UNIVERSITY ACADEMICS IN MALAYSIA***

**HABSAH MUDA**

**GSM 2015 20**



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INTELLIGENCE AND TEACHING PERFORMANCE OF  
UNIVERSITY ACADEMICS IN MALAYSIA**

**HABSAH BINTI MUDA**

**Thesis Submitted to the Graduate School of Management,  
Universiti Putra Malaysia in Fulfilment of the Requirement for the  
Degree of Doctor of Philosophy**

**April 2015**

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## **DEDICATION**

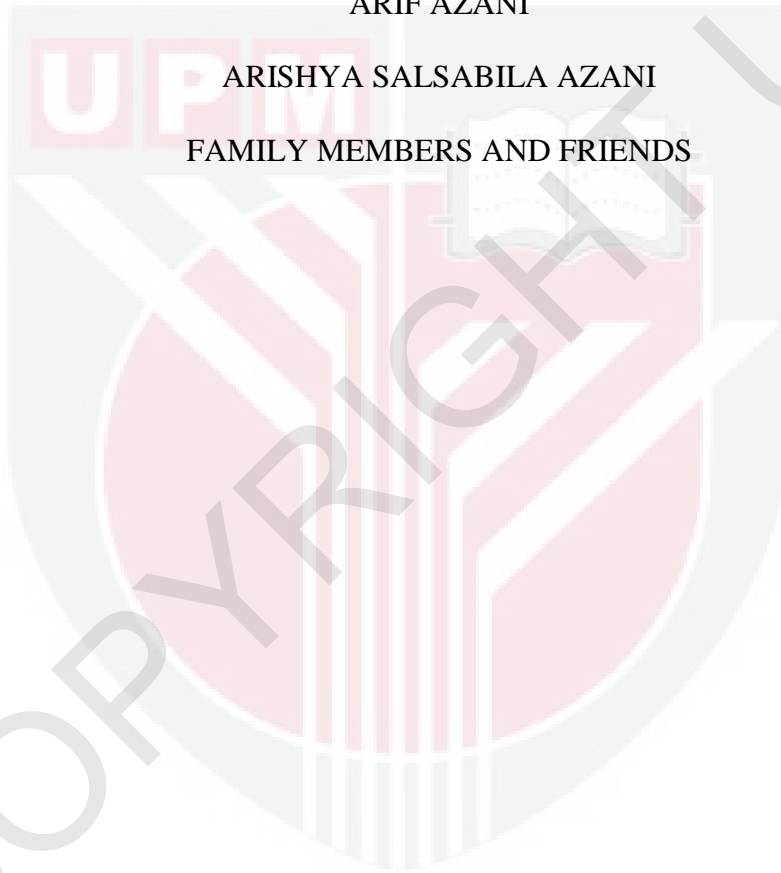
This dissertation is dedicated to;

**AZANI RAHMAT**

**ARIF AZANI**

**ARISHYA SALSABILA AZANI**

**FAMILY MEMBERS AND FRIENDS**



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in  
fulfilment of the requirements for the degree of Doctor of Philosophy

**EFFECTS OF BEHAVIOURAL COMPETENCIES ON EMOTIONAL  
INTELLIGENCE AND TEACHING PERFORMANCE OF UNIVERSITY  
ACADEMICS IN MALAYSIA**

By

HABSAH BINTI MUDA

April 2015

**Chairman : Mass Hareeza Ali, PhD**

**Faculty : Graduate School of Management, UPM**

The purpose of this study was to examine the causal effect and the correlational relationship between the constructs of emotional intelligence (EI), behavioural competencies before, during, and after teaching delivery (BC-BDA-TD), as well as teaching performance (TP) in the context of public universities in Malaysia. In addition, the mediation effects of behavioural competencies before, during, and after the teaching delivery (BC-BDA-TD) construct were also investigated. On top of that, this study answered four research questions and tested four main hypotheses. The units of analysis were academic staff and students (1:3) from the faculty of business / management/ accounting / economics that derived from the three clusters of public higher learning institutions (research, focus, and comprehensive universities) in Malaysia. Hence, two sets of self-administered questionnaire surveys were established based on adoption and adaptation of theories / previous studies as the instrument for data collection. Besides, multi stages of sampling procedures (stratified, cluster, and simple random) were employed as the study involved a sample size of 226 academic staff and 592 students as respondents in this study. Furthermore, a statistical analysis using SPSS was employed to carry out a descriptive analysis on the demographic data. Other than that, as for inferential analysis, the Structural Equation Modelling (SEM) using AMOS was employed to answer the research questions and to test the hypotheses in this study. As a result, this study revealed that emotional intelligence (EI) had a significant and direct effect on teaching performance in the context of public universities in Malaysia. Hence, the two sub-dimensions of emotional intelligence, namely personal and social competence, significantly and directly affected their teaching performance. Moreover, the study had discovered that the two levels of teaching performance measured at the reaction (level 1) and learning (level 2) levels were significantly and directly influenced by an emotional intelligence of the academic staff. The findings also implied that the behavioural competencies of the academic staff before, during, and after the teaching delivery were directly influenced by the emotional intelligence of the academic staff, and further directly affected their teaching performance. Meanwhile, with the academic

staffs' behavioural competencies during teaching delivery as a mediator, the academic staffs' emotional intelligence indirectly and completely affected their teaching performance. In fact, there was a 'large effect' of behavioural competencies by the academic staff during teaching delivery on their teaching performance. Therefore, the two sub-dimensions of 'applying adult learning' (AAL) and 'demonstrating effective communication' skill (DECS) were identified as significant under behavioural competencies during teaching delivery (BC-D-TD) in the context of this study. There was also a large mediation effect of academic staffs' behavioural competencies during teaching delivery as a mediator between emotional intelligence and teaching performance. This exhibited that emotional intelligence among academic staff indirectly and partially affected their teaching performance through their behavioural competencies after teaching delivery (BC-A-TD). Apart from that, there was a small effect of academic staffs' behavioural competencies after teaching delivery (evaluating students / ES) on their teaching performance. In contrary, there was a 'large mediating effect' of academic staffs' behavioural competencies after the teaching delivery as a mediator between emotional intelligence and teaching performance. Thus, 'evaluating students' (ES) under the BC-A-TD had disclosed a 'large effect' in linking academic staffs' emotional intelligence and teaching performance. Overall, these research findings supported all the hypotheses, answered the four research questions, and achieved the objectives set out in this study. With that, this study has successfully addressed the gaps found in previous studies, has contributed to the body of knowledge, as well as in providing useful implications to the public universities in Malaysia.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

**KESAN KECEKAPAN TINGKAHLAKU DALAM PERKAITAN ANTARA  
KEPINTARAN EMOSI DENGAN PRESTASI PENGAJARAN DALAM  
KALANGAN PENSYARAH UNIVERSITI DI MALAYSIA**

Oleh

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Tujuan kajian ini adalah untuk mengkaji kesan sebab-musabab dan hubungan korelasi antara konstruk kecerdasan emosi (EI), kecekapan tingkah laku sebelum, semasa dan selepas penyampaian pengajaran (BC-BDA-TD) dan prestasi pengajaran (TP) oleh kakitangan akademik dalam konteks universiti awam di Malaysia. Di samping itu, kesan pengantaraan kecekapan tingkah laku sebelum, semasa dan selepas penyampaian pengajaran juga telah dikaji. Kajian ini telah menjawab empat persoalan kajian dan menguji empat hipotesis utama. Unit analisis merupakan kakitangan akademik dan pelajar (1:3) di fakulti perniagaan, pengurusan, perakaunan dan ekonomi daripada tiga kluster universiti awam di Malaysia (penyelidikan, tumpuan dan universiti komprehensif). Dua set soal selidik yang ditadbir sendiri telah dibangunkan berasaskan teori / kajian lepas sebagai alat untuk pengumpulan data. Gabungan pelbagai peringkat prosedur pensampelan (berstrata, kelompok dan rawak mudah) telah digunakan melibatkan saiz sampel 226 kakitangan akademik dan 592 pelajar sebagai responden dalam kajian ini. Analisis statistik dengan SPSS telah digunakan untuk analisis deskriptif data demografi. Untuk analisis inferensi, persamaan permodelan berstruktur (SEM) dengan AMOS telah digunakan untuk menjawab soalan kajian dan menguji hipotesis dalam kajian ini. Kajian ini menunjukkan bahawa kecerdasan emosi kakitangan akademik telah dengan ketara dan secara langsung mempengaruhi prestasi pengajaran mereka dalam konteks universiti awam di Malaysia. Oleh itu, kedua-dua sub-dimensi kecerdasan emosi, iaitu kecekapan peribadi (personal competence) dan sosial (social competence) mempunyai kesan ketara dan secara langsung mempengaruhi prestasi pengajaran mereka. Dua tahap ukuran prestasi pengajaran iaitu reaksi (reaction-level 1) dan pembelajaran (learning-level 2) telah dikenal pasti mempunyai kesan ketara dan secara langsung dipengaruhi oleh kecerdasan emosi kakitangan akademik. Hasil kajian juga menunjukkan bahawa kecekapan tingkah laku sebelum, semasa dan selepas penyampaian pengajaran oleh staf akademik telah dipengaruhi oleh kecerdasan emosi dan ini secara langsung memberi kesan kepada prestasi pengajaran mereka. Apabila kecekapan tingkah laku semasa penyampaian pengajaran menjadi pengantara, kecerdasan emosi kakitangan akademik memberi kesan secara tidak langsung dan sepenuhnya mempengaruhi prestasi pengajaran mereka. Terdapat kesan yang besar oleh kecekapan tingkah laku kakitangan akademik semasa penyampaian pengajaran terhadap prestasi pengajaran mereka. Oleh itu, kedua-

dua sub-dimensi 'aplikasi pembelajaran dewasa' (AAL) dan 'menunjukkan kemahiran komunikasi yang berkesan' (DECS) telah dikenal pasti sebagai penting di bawah kecekapan tingkah laku semasa penyampaian pengajaran (BC-D-TD) dalam konteks kajian ini. Terdapat juga 'kesan pengantaraan yang besar' oleh kecekapan tingkah laku staf akademik semasa penyampaian pengajaran sebagai pengantara antara kecerdasan emosi dan prestasi pengajaran. Ini menunjukkan bahawa kecerdasan emosi staf akademik telah secara tidak langsung dan sebahagiannya memberi kesan kepada prestasi pengajaran mereka melalui kecekapan tingkah laku mereka selepas penyampaian pengajaran (menilai pelajar / ES). Sementara itu, terdapat kesan yang kecil oleh kecekapan tingkah laku kakitangan akademik selepas penyampaian pengajaran (menilai pelajar / ES) terhadap prestasi pengajaran mereka. Walau bagaimanapun, terdapat kesan pengantara yang besar oleh kecekapan tingkah laku kakitangan akademik selepas penyampaian pengajaran kerana peranan pengantara yang dimainkan di antara kecerdasan emosi dan prestasi pengajaran. Oleh itu, menilai pelajar (ES) di bawah kecekapan tingkah laku selepas penyampaian pengajaran (BC-A-TD) telah memberikan suatu kesan besar dalam menghubungkan kecerdasan emosi ahli akademik dan prestasi pengajaran. Secara keseluruhannya, hasil kajian menyokong semua hipotesis dan telah menjawab persoalan kajian serta objektif kajian ini telah tercapai. Oleh itu, kajian ini menutup jurang yang terdapat dalam penyelidikan sebelumnya, menyumbang kepada ilmu pengetahuan dan memberikan implikasi berguna kepada universiti awam di Malaysia.



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journey. Last but not least, my greatest appreciation goes to all my family members and friends (there are too many to list here) who had both directly and indirectly assisted me in completing this journey. This had been OUR journey. May Allah bless all of you until to the Paradise. Grateful to Allah.



I certify that a Thesis Examination Committee has met on **24 April, 2015**. to conduct the final examination of **Habsah Muda** on her **Doctor of Philosophy** thesis entitled **“Effects of Behavioural Competencies on Emotional Intelligence and Teaching Performance of University Academics in Malaysia”** in accordance with Universities and University College Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy degree. Members of the Examination Committee are as follows;

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## LIST OF ABBREVIATIONS

<b>AGFI</b>	Adjusted Goodness of Fit Index – measure of fitness of a model
<b>AMOS</b>	Analysis of Moment Structures – The program for estimating Structural Equation Modelling
<b>BC</b>	Behavioural Competencies
<b>BC-BDA-TD</b>	Behavioural Competencies (Before, During and After Teaching Delivery)
<b>BC-B-TD</b>	Behavioural Competencies before Teaching Delivery
<b>BC-D-TD</b>	Behavioural Competencies during Teaching Delivery
<b>BC-A-TD</b>	Behavioural Competencies after Teaching Delivery
<b>CFA</b>	Confirmatory Factor Analysis
<b>CFI</b>	Comparative Fit Index– measure of fitness of a model
<b>Cmin (X<sup>2</sup>)</b>	Chi-square test
<b>Cmin/df</b>	Chi-square/degrees of freedom ratio
<b>df</b>	degrees of freedom
<b>DV</b>	Dependent Variable
<b>EFA</b>	Exploratory Factor Analysis
<b>EI</b>	Emotional Intelligence
<b>GFI</b>	Goodness of fit index
<b>IFI</b>	Incremental Fit Index– measure of fitness of a model
<b>IV</b>	Independence Variable
<b>IVV</b>	Intervening/ Mediating Variable
<b>KMO</b>	Kaiser-Meyer-Olkin – The statistical measure
<b>NFI</b>	Normed Fit Index– measure of fitness of a model
<b>PCA</b>	Principal Component Factor Analysis

<b>RMSEA</b>	Root Mean Square Error Estimate– measure of the model fitness
<b>sBC-D-TD</b>	Students’ Responses on Academic Staff behavioural competencies during teaching delivery
<b>SEM</b>	Structural Equation Modelling
<b>sTP</b>	Students’ Responses on Academic Staff Teaching Performance
<b>TLI</b>	Tucker-Lewis Index– measure of the fitness of a model
<b>TP</b>	Teaching Performance



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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of Study

Investment in higher learning is seen as an indication of national economic well-being in order to increase the stock of human capital. The concern of many governments often leads to an expectation that higher education will nurture the learning outcome that an employer values (Knight & Yorke, 2003). In Malaysia, the vision of the Ministry of Education (MOE and formerly known as Ministry of Higher Education-MOHE) has been to turn the nation into a centre of excellence for higher learning, while the mission outlined by the MOE has been to develop and put in place an environment conducive to higher learning that encourages the growth of premier knowledge centres and individuals who are highly educated, competent, and innovative, as well as to possess high moral values in order to meet both national and international needs. Apart from that, one of the objectives of the MOE has been to produce graduates who are competent and are able to meet the needs of the national and the international work force with 75% of graduates working in relevant fields within six months of graduation (MOHE, 2010).

In meeting these expectations for creating a centre of excellence for higher education, certain internal and external factors might influence the achievement of the vision and the mission spelt out by the MOE. In fact, the four elementary factors that will extremely alter the field of higher learning are: (1) globalization, (2) impact of technology on the changing definitions of a student, (3) faculty members and knowledge, as well as (4) impact of the marketplace on the fundamental “business

model” of higher learning (Gail & Diana, 2010). All these elements might affect the four functions of a university, including research, professional training, general education, and public enlightenment (McLean & Monica, 2006).

However, faculty members and knowledge are seen as the most important factors that might influence the accomplishment of a university (Gail & Diana, 2010).

Moreover, it is about human resource competencies, personal qualities, personalities, behaviour, and attitudes that play vital roles in educators, academics or trainers who train young adult learners in developing high quality and competent human capital. Hence, the elements of faculty member and knowledge had been the focus in this study. Besides, in producing competent undergraduates with high moral values, a university has to ensure that academic staffs are not only experts in content knowledge and are highly qualified, but also have the right attitude, personality, behaviour, and emotional intelligence to serve as role models to their students, as well as to perform their duties and responsibilities effectively.

In addition, the primary duties and responsibilities of every academic staff are to perform teaching and supervision; conduct research and publication; along with performing community services, as stated in their job description. Besides research and services, teaching and learning have been understood as the core function and a significant body of scholarship in higher learning. As Forest (2006) asserted, most of the world’s universities focus mostly on teaching, and in developing countries, approximately all are in this category. For centuries, commitment to teaching and learning has been a hallmark of the academic profession throughout the world. An

academic contribution to the life of another is truly remarkable. The difference between an educated person and an ignorant one is obvious in everything from employment opportunities to interpersonal relationships (Forest, 2006).

Furthermore, teaching and learning in institutions of higher learning are significant contributions and they play important roles in developing human capital in countries worldwide. Consequently, to survive and to be successful in a highly competitive and continuously changing environment, universities must be able to continuously be up to date and enhance knowledge, skills, attitudes, and behaviour of their academic staffs. In regard to this, it is the role and the obligation of every academic staff as a ‘trainer’ to perform and to take the challenge in ensuring the vision and the mission of MOE to fulfil the needs of both the national and the international.

Moreover, the academic quality in institutions of higher learning has been the subject of increasing attention as shown by the development and the implementation of guidelines for qualification of academic staffs (Schönrock-Adema, Boendermaker, and Remmelts, 2012; Ebrahimi & Kojuri, 2012; Molenaar *et al.*, 2009). In Malaysia, the Ministry of Education (MOE), through the Malaysian Qualification Association (MQA), has also provided guidelines on good practices in curriculum design and delivery (MQA Council, August 6, 2010), which has been part of the competencies required by the MOE. The document was developed to assist the Higher Education Providers (HEPs) to meet the standards of the items, curriculum design, and delivery, which were marked as Area 2 of the Code of Practice for Program Accreditation (COPPA) and the Code of Practice for Institutional Audit (COPIA). In fact, the

framework for curriculum design distinguishes four dimensions; plan, develop, implement, and evaluate, followed by curriculum delivery, which also distinguishes four dimensions; plan, deliver, assess, and evaluate. However, HEPs have been expected to develop their own curriculum designs and delivery processes that best fit the needs, specialities, and requirements of the HEPs and their students. Thus, all universities have a responsibility to develop, implement, and practice their curriculum designs, as well as delivery processes, to fulfil the requirements of the MOE.

However, there has been lack of research on the practices of the guidelines. Theoretically, there are a few models, frameworks, and theories pertaining to teaching competencies or training delivery processes published in journals and books, but practically none on how the knowledge is acquired or gained and the practice of skills or competencies when performing the task of teaching and learning. A few models related to teaching and delivery competencies include learning theories (i.e. adult learning), Instructional System Design (ISD), as well as training delivery competencies using IBSTPI, teaching, and trainer competencies.

As for teaching and learning in institutions of higher learning, the educators or the academic staffs in effect undertake the role of trainers and train the young adult learners. In fact, perceived similarities were found in the trainer's roles and/or competencies in the workplace, together with the academic's role in higher education, as indicated in the literature. The similarities are not only being experts in content knowledge, skill, and abilities, but also in the elements of personalities,



emotional intelligence, and behaviour (Moore & Sarah, 2008); personal and interpersonal skills (Moskowitz & Michael, 2008); as well as adult learning principles, training design, and delivery (Elaine Biech, 2008; Moskowitz & Michael, 2008). All those qualities have been found critical to a competent trainer in the workplace, as well as when performing teaching and learning duties, including supervision in institutions of higher learning.

Besides, there has been empirical support based on previous researches (Trainers Network, 2009; Moore & Sarah, 2008; Moskowitz & Michael, 2008; Elaine Biech, 2008; Gauld & Miller, 2004; McKinstry, Peacock & Blaney, 2003) that discovered behavioural competency in teaching delivery in institutions of higher learning required similar skills and competencies as training delivery at the workplace. Examples of skills and competencies required are developed in the curriculum and lesson plans (Moore & Sarah, 2008; Trainers Network, 2009; Gauld & Miller, 2004); presentation skills and putting effective delivery into practice (Moore & Sarah, 2008; Trainers Network, 2009); as well as pre-lecture preparation and preparation for instructions (Moore & Sarah, 2008; Elaine Beach, 2008). Those kinds of training competencies are not only important for academic staffs to include in teaching and learning, but also in any training program organized in collaboration with industries or agencies. Thus, their students are not only limited to undergraduate or postgraduate students, but also trainees from the industries other than institutions of higher learning.

Other than that, prior studies have claimed that the quality of teaching and learning has not improved in many institutions (Abdul Rahim Hamdan, Mohd Najib Ghafar & Lily Ting Hwa Li, 2010; Madhavaram & Laverie, 2010; Costa, 2010; Bartling, 2009) since most faculty members remained with teaching-oriented. They often taught poorly regardless of the increased calls for institutions of higher learning to be responsible for the quality of teaching and student learning (Bartling, 2009). Therefore, there has been a recommendation for future research concerning teaching activities, how institutional context affects the approach of a faculty to teaching and learning, as well as the relationship between teaching and engagement concepts in professional development.

The other claim is that trainers' teaching skills are seldom externally assessed and assumes that young adult students have difficulty in assessing their own strengths and weaknesses when planning their learning (McKinstry, Peacock & Blaney, 2003). Thus, in one case, in order to determine their learning needs and to plan courses in Scotland, trainers were required to complete a confidential self-assessment questionnaire, listing 51 important training skills. The rating by the trainers had been 'poor' and 'very poor' for fifteen items related to their teaching skills. Later, an evaluation by the registrar revealed that eleven were in the top fifteen and performed 'not so well', 'not well at all', and 'not performed at all'. It showed that the deficiencies identified by the trainers and then verified by their registrars were the important topic areas, and thus, had become a great concern. Hence, it would be interesting to identify if the trainers in other regions, including Malaysia, shared similar deficiencies.

Furthermore, Tigelaar, D. E. H., Dolmans, D. H. J. M., Wolfhagen, I. H. A. P., and Van Der Vleuten, C. P. M. (2004) had limited their study on teaching competencies to the following domains; a person as a teacher, an expert on content knowledge, a facilitator of learning processes, an organizer and a scholar or a lifelong learner. The framework was validated using the Delphi method. The purpose of the study was to develop and to validate a framework of teaching competencies in higher learning. However, no evidence displayed the reliability of the results obtained from the Delphi method or if similar results could be achieved with a different selected panel using the same criteria. Therefore, further validation of the same framework had been suggested with a different panel but similar criteria.

In addition, previous studies also showed that the elements of personalities, behaviour, interpersonal, intrapersonal, and delivery skills were all about competencies. Competencies may include skills, awareness of the body of knowledge, level of motivation, behaviour, traits, social role, self-concept, emotional and cognitive intelligence, as well as anything else that could contribute to superior performance in a job (Daud, Ismail & Omar, 2010; Rothwell, William & Jim, 2010; Boyatzis, 2008; Cripe & Edward, 2001).

To conclude, three primary constructs had been perceived to be important in determining the competence and the excellence of academic staffs in performing their jobs. The three constructs were emotional intelligence, behavioural competencies, and job performance. Hence, in relation to the above, the problem

statement of this study focused on the emotional intelligence, behavioural competencies, and job performance among the academic staffs.

## **1.2 Statement of Problem**

Every university in Malaysia has its own policies and procedures for the recruitment and the selection of academic staffs from the perspective of human resource management. Basically, to become an academic staff, a candidate should possess a Doctorate degree or at least a Master's degree qualification in the field of interest, together with other necessities outlined in the requirements of the university. To date, limited number of pre-trainings had been provided in behavioural competencies for new academic staffs that joined the faculty (Zuber-Skerritt, 2011). Moreover, Malaysian university academic staffs are experts in research and content knowledge in their field of specialization, but they might lack knowledge and competency in instructional behaviour (i.e. Instructional System Design, Instructional or Training Delivery, Adult Learning principles, and Emotional Intelligence). This situation may exclude those who have graduated from the education field or similar background. Besides, Zuber-Skerritt (2011) stated that practical improvements in higher education had been slow due to the low priority that universities give to pre- and in-service training, as well as professional development of academic staffs. The study offered a new model of leadership action in higher learning that integrated the heart and the mind in a holistic way, combining EQ and IQ, soft and hard, qualitative and quantitative research methodologies, as well as process management and knowledge management in improving learning, teaching, and academic staff development.

In addition, a majority of academics do not have formal training and have learnt to be educators through a process of socialization or by modelling those considered to be good educators (Costa, 2010). People who embark on an academic profession in higher learning have a wide range of qualifications and come from various backgrounds. Many are fresh university trained graduates. It is often that after completing their undergraduate degree, they immediately undertake specific postgraduate studies (i.e. a master's degree in some particular area of their chosen discipline, or doctoral or post-doctoral level). Some even decide to jump into the academic profession after a period of working in the industry and business sector, or one of the areas. Thus, only a minority will receive any systematic instruction in the theory and practice of tertiary education. However, even fewer will obtain a formal postgraduate qualification in this area (Henry Ellington, 1999). In fact, the predominant model focused on the development of disciplinary expertise and research skills, with the common assumption that mastery in one's academic discipline adequately prepares the future professor for classroom instruction. Unfortunately taken-for-granted attitude and lack of disciplinary knowledge lead to a disastrous teaching and learning experience. To further aggravate matters, very little formal training is available for the university faculty to address topics, such as adult learning, instructional system design or transfer of learning (Forest, 2006).

The common assumption is that the academic staffs are competent in performing their duties especially in teaching and learning, including supervision based on their higher degree of qualification. Hence, do the academic staffs possess the necessary competencies in view of the changes in the institutions of higher learning as being a centre for educational training excellence and in becoming globally competitive?

Moreover, the National News Agency of Malaysia (BERNAMA, April 11, 2014) highlighted the quality of educators as the most important element that ensures the virtue of the students. Furthermore, the Vice Chancellor of Universiti Perguruan Sultan Idris (UPSI), Professor Datuk Dr Zakaria, said that, “It is a new challenge for universities in the teaching and learning arena”. Therefore, local universities are urged to employ and apply new teaching methodology in order to achieve the aspirations of the ‘Malaysian Education Planning and Development 2013 -2025’ initiative to be in the top three countries in educational excellence. Thus, local public and private universities are also required to review their curriculum in order to be consistent with the changes made in school education. In addition, the Prime Minister of Malaysia has supported this by saying that to be a world class educator, educational transformation is not only about increasing the number of human capital and infrastructure, but also the effort towards understanding and improving the teaching and learning process (Bernama, April 19, 2014).

Therefore, in relation to the above, this study addressed the question by looking at the impact of interpersonal and intrapersonal qualities, as well as behavioural competencies practiced by the academic staffs on their teaching performance. On top of that, a gap linking emotional intelligence, behavioural competencies of academic staffs, and their performance in teaching and learning had been discovered. Moreover, there has been lack of empirical research on academic staffs that tailored to training management competencies. Other than that, there are limited empirical studies pertaining to behavioural competencies among academic staffs in institutions of higher learning that validated what they should do before, during, and after instructional delivery (King, Stephen, King, and Rothwell, 2001) in order to perform

their duties. In addition, there are also limited empirical studies that looked into the effect of emotional intelligence on educator's behavioural competencies and teaching performance in the context of higher learning (Nooraei & Arasi, 2011; Abdul Rahim Hamdan, Mohd Najib Ghafar & Lily Ting Hwa Li, 2010; Madhavaram & Laverie, 2010; Costa, 2010; Bartling, 2009; Ganus 2009; Na, 2006; Tigelaar, Dolmans, Wolfhagen, & Van Der Vleuten, 2004; Hasket, 2003).

Apart from that, findings retrieved from researches and publications exhibited a significant impact on the academic's career advancement or promotion compared to teaching and learning performance. The imbalance is contributed by teaching and supervision, research and publication, as well as community services to their performance appraisal and promotion, which might affect the teaching performance of academic staffs. It might also affect the students' performance, thus, the vision and the mission of MOE to produce not only competent students, but also intelligent human capital, might not be achieved.

In fact, the current literature shows knowledge gaps in the three major areas of emotional intelligence, behavioural competencies, and teaching performance of academic staffs as a unit of analysis, in the context of institutions of higher learning in Malaysia. The existing literature shows that studies on behavioural competencies had used single and limited variables of relationships in different settings and various methodologies (Zuber-Skerritt, 2011; Bartling, 2009; Tigelaar *et al*, 2004; McKinstry, Peacock and Blaney, 2003). Those researches on academic competencies in higher learning only focused on the limited field of teaching skills, as they failed



to associate competencies of educators' emotional intelligence, behavioural competencies, as well as the scope of duties and responsibilities in the real context of higher learning to the four functions of the university, including teaching and supervision, research and publication, consultation, and community services (McLean and Monica, 2006). Moreover, previous studies showed that behavioural competencies, together with emotional intelligence and teaching performance constructs, are areas of research that should be continuously explored and focused on, especially concerning academicians in the higher learning setting.

A few examples of previous studies on emotional intelligence focusing on the faculty's social competencies and their performance included the quality of working life in the university as a mediating variable (Nooraei and Arasi, 2011), the performance (Noble, 2006) and job satisfaction (Coco, 2009) of deans, teaching practices (Meents-Decaigny, 2008), instructional behaviours using Instructional System Design (ISD) (Munroe, 2009), teachers' effectiveness (Robitaille, 2008), and the relationship of job performance (Virginia, Nancy & William Brown, 2011; Joe-Harris, 2011; Smallidge, 2011; Farouk, 2010) in different contexts using different methodologies and unit of analysis. In addition, recent literature has shown limited empirical framework pertaining to behavioural competencies of academic staffs in higher education. Besides, there is limited empirical research on the relationship between emotional intelligence and teaching performance of academic staffs in higher learning. These frameworks and findings from empirical researches are important contributions to the body of knowledge, besides filling the gaps in the areas of human resource development for academic staffs and organizational behaviour in the context of institutions of higher learning.



As mentioned earlier, there has been lack of studies on good practices in curriculum design and delivery guidelines from the MOE. In fact, certain variables (i.e. ISD and IBSTPI) under the behavioural competencies in this study had been related to the guidelines developed and introduced by the MOE. Therefore, this study discovered the behavioural competencies practiced by academics in institutions of higher learning in Malaysia. With that, the purpose of this study was to determine if academic staffs possessed the skills and practices of behavioural competencies at an adequate level in order to perform their roles effectively. This means that there could be a gap between the current practices of academic staffs compared to the current literature and the higher educational expectations in meeting national and international needs. Hence, it had been necessary to conduct a research, as well as identify, validate, adopt, and adapt the teaching and professional trainer competency models, training processes, and methods into the context of teaching and learning in higher education.

Hence, the primary objective of this study had been to discover what, how, and why behavioural competency practices are vital to academic staffs in higher education. Moreover, this study is critical for academic staffs in filling the learning gaps between the ideals of practice and the actual performance of behavioural competencies in the higher education setting. Furthermore, this study empirically examined the relationship between emotional intelligence and teaching performance of academic staffs in institutions of higher learning based on the gap that was acknowledged in establishing the connection. Thus, the following relevant questions were answered in this study.

### **1.3 Research Questions**

The important questions posed in this study included:

1.3.1 Does emotional intelligence have significant effects on teaching performance?

1.3.2 Does emotional intelligence have significant effects on behavioural competencies before, during, and after teaching delivery practices by academic staff?

1.3.3 Do behavioural competencies before, during, and after teaching delivery have a significant effect on the academic staff's teaching performance?

1.3.4 Do behavioural competencies before, during, and after teaching delivery mediate the relationship between emotional intelligence and teaching performance?

### **1.4 Objectives of the Study**

The main objective of the study was to examine the cause and effect or the correlational relationship between emotional intelligence, behavioural competencies, and teaching performance. The following are the specific objectives of this study;

1.4.1 To examine the effects of emotional intelligence on teaching performance.

1.4.2 To examine the effects of emotional intelligence on behavioural competencies before, during, and after teaching delivery practices by academic staff.

1.4.3 To examine the effects of behavioural competencies before, during, and after teaching delivery practices by academic staff on teaching performance.

1.4.4 To determine if the behavioural competencies of academic staff before, during, and after teaching delivery mediated the relationship between emotional intelligence and teaching performance.

Table 1 summarizes the research questions and the research objectives for this study.

Table 1: Research Objectives and Questions	
Research Questions	Research Objectives
1) Does emotional intelligence have significant effects on teaching performance?	1) To examine the effects of emotional intelligence on teaching performance.
2) Does emotional intelligence have significant effects on behavioural competencies before, during, and after teaching delivery practices by academic staff?	2) To examine the effects of emotional intelligence on behavioural competencies before, during, and after teaching delivery practices by academic staff.
3) Do behavioural competencies before, during, and after teaching delivery have significant effect on academic staff teaching performance?	3) To examine if behavioural competencies before, during, and after teaching delivery have significant effect on academic staff teaching performance.
4) Do behavioural competencies before, during, and after teaching delivery mediate the relationship between emotional intelligence and teaching performance?	4) To determine if the behavioural competencies of academic staff before, during, and after teaching delivery mediated the relationship between emotional intelligence and teaching performance.

## 1.5 Scope of the Study

This study covers a discussion on the cause and effect / the correlational relationship between; i) emotional intelligence, ii) behavioural competencies before, during, and after teaching delivery, and iii) teaching performance. The scope of this study only focused on academic staffs from the faculties of business, economics, accounting, and management in all twenty public universities in Malaysia. The selection of the specific faculties had been due to the representativeness of these faculties in almost all public institutions of higher learning in Malaysia.

## **1.6 Significance of the Study**

This study had been significant for its contributions to the body of knowledge and real-world implications.

### **1.6.1 Contribution to the Body of Knowledge**

This study has contributed to the development of the academic staff's behavioural competencies before, during, and after the teaching delivery framework in a higher education setting, with adoption and adaptation of teaching competencies, workplace trainer competencies, and training management, including learning theories. Hence, information regarding the best-practices framework had been generated to assist the public universities in preparing individuals to be academic staffs in the higher education setting, particularly on behalf of faculties of business, economics, accounting, and management. Moreover, the findings obtained from this study has increased the literature for future researchers' reference and provided a suggestion for future research in the area of training management, human resource development, and academic staff's behavioural competencies in higher learning.

### **1.6.2 Real-World Implication**

This study generated information that can assist the public institutions of higher learning as a guide during the selection process since it can provide a better idea of what ideal practices of trainer behavioural competencies to be expected from candidates vying for academic staff positions. The findings would also be of value for academic staff development and performance management, including performance appraisal. It would also be useful for any

collaborative programs efforts between institutions of higher learning and industrial or workplace training division or departments. Most importantly, it offered a reflection on the lecturers' personal practices in training management and behavioural competencies through self-assessment, as well as efforts to improve the effectiveness and the efficiency of being an academic staff.

## 1.7 Definition of Terms

The operationalized definitions of terms for this study are presented in Table 2, as given in the following:

Table 2: Definition of Terms

Term	Description
<b>Emotional Intelligence</b>	Emotional intelligence (EI) can be defined as one's ability to accurately identify and understand emotional reactions and those of others. It also involves the ability to regulate emotions, to use them to make good decisions, and to act effectively (Cherniss and Adler, 2000; Feldman and Mulle, 2007; Clarke, Nicholas and Howell, 2009). Emotional Intelligence can be divided into two segments; personal and social competencies. Personal competencies include emotional awareness, accurate self-assessment, self-confidence, self-control, conscientiousness, adaptability, achievement drive, initiative, and optimism. Meanwhile, social competencies include understanding others, developing others, influence, leadership, building bonds, collaboration and cooperation, as well as team capabilities (McDermott and Lynda, 2008; Feldman and Mulle, 2007; Goleman et al, 2002).
<b>Behavioural Competencies before, during, and after teaching delivery</b>	Behavioural competencies refer to how academic staffs behave before, during, and after training delivery when conducting classroom teaching and learning (King et al, 2001). The manifested variable of behavioural competencies is an integration of theories and models of trainer and teaching competencies, instructional system design (ISD) using ADDIE model, training delivery competencies using (IBSTPI), and adult learning theory. The manifested variables of behavioural competencies are organized into three segments of before, during, and after teaching delivery.
<b>Teaching Performance</b>	Teaching performance of academic staffs in higher education is related to their duties and responsibilities or job description. The duties and responsibilities as academic staffs include teaching and learning, supervision, mentoring, research and publication, as well as community services (Sukirno and Siengthai, 2011). However, this study only focused on teaching performance as a dependent variable.

## **1.8 Summary**

This study focused on the faculty members and the knowledge in Malaysian public universities. It had been about personal qualities, attributes, personalities, behaviours, attitudes, emotional intelligence, skill competencies, and job performance among academic staffs, which were summarized into three important constructs of emotional intelligence, behavioural competencies, and teaching performance. Besides, the preliminary review of literature also revealed two research gaps in linking emotional intelligence with teaching performance and behavioural competencies as a mediator. Thus, four research questions and objectives were derived to be answered in this study. Next, a detailed review of the literature relevant to the above three constructs are depicted in chapter 2.

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## APPENDIX H (LIST OF PUBLICATION)

1. Mass Hareeza Ali. & Habsah Muda (2014). "Chapter 6 - Behavioural teaching delivery competency measures in higher education: Literature search". The nature of services management. UPM Press. ISBN 978-967-344-421-2 (pp.114 – 135).
2. Habsah Muda & Mass Hareeza Ali (2013). Emotional intelligence, behavioral competencies and teaching performance in higher education. Global Conference on Business and Economic Research (GCBER) Palace Golden Horses And Mines Resort, Serdang, Selangor, 18-20 October, 2013.
3. Habsah Muda & Mass Hareeza Ali (2012). Trainer Behavioral Competencies in Higher Education: A Conceptual Framework. *Proceeding of Terengganu International Management and Business Conference (TIBEC III), Primula Beach Hotel, Terengganu, Malaysia (18-20 October, 2012). (Pg: 941-950)*
4. Mass Hareeza Ali. & Habsah Muda (2012). "Chapter 11 - Traits and Emotional Intelligence in Higher Education: Literature Search. Research Issues in Management and Marketing. Mc Graw Hill Education. ISBN 978-9675771-53-8.