Student's Perception of Instructor's Emotional Intelligence and Student Performance during Online Learning at the Public University in Malaysia: An Correlational Study

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Abstract: The rates of failure for the online student courses are higher compared to the traditional student courses. In a study of these student failures, emotions of the instructor are among the factors to this failure. This is because the effectiveness of online courses and the improvement of student achievement are closely related to emotions. Therefore, The objective of this quantitative, correlational study was to learn more about the link between student perceptions of instructor emotional intelligence and student performance in an online postsecondary environment. The population was taken from 30 part two full time postgraduate students in the faculty of education in UiTM. Probability sampling was used in this research. All data for this study was obtained online utilizing a closed-ended questionnaire with the Genos Emotional Intelligence Inventory other-report, concise version for instructors and student performance. The researcher applied for the consent letter from the respective faculty. The questionnaires are distributed to the chosen respondent. SPSS was used to analyze the data. Descriptive and Inferential statistics data will be used to analyze the data gained in this research. Next, the hypothesis was used by the researcher to study whether the hypothesis is accepted or rejected. This study found that there was a significant relationship between the student's perception of the instructor's emotional intelligence and student performance during online learning at the public university in Malaysia.

Introduction

Early in 2020, Malaysia had been attacked by pandemic Covid-19 which profoundly altered all sectors, including education. The Ministry of Education in Malaysia had announced the Movement Control Order (MCO) starting on 18 March 2020 aligned with the standards recommended by the World Health Organization (WHO) to implement physical distancing. Education sectors have changed completely from traditional face-to-face learning to virtual learning. This number increases drastically after the outbreak of Covid-19 since students are forced to stay at home. Capra & Hachey (2011), Wladis & Conway (2012) mentioned in their studies that failure rate for students in online courses is over 20% compared to students who study face-to-face on campus. Online learning provides differences not only related to classroom structure, but also involves differences in two-way communication between students and instructors (Simonson, Smaldino, Albirght, & Zvacek, 2009; Simonson et al., 2011), and in turn involve emotional intelligence (Brown, 2012). Student success is also measured based on emotional intelligence while undergoing online courses (Sai & Lin, 2011). Instructors who can control their emotions wisely and provide good communication will be able to meet the objectives of the course, creating a conducive learning environment that can ultimately improve student performance. On the other hand,

educators who are emotional such as using abusive language, sarcasm or ridicule will create a negative learning environment, and create anxiety and fear in students to ask questions in class and be passive in any course -related discussions (Mortiboys, 2012; Powell & Kusuma-Powell, 2010). Rocca (2010) highlighted that effective communication greatly influences student performance.

According to Wilson & Allen (2011), the rates of failure for the online student courses are higher compared to the traditional student courses. Limitation of instructor interaction, lack of support and interpersonal connections, problems with technology and other responsibilities are identified as barriers to the online completion (Capdeferro & Romero, 2012; Müller, 2008; Srichanyachon, 2014; Xu & Jaggars, 2013). The convenience of online courses, a high level of motivation, and active involvement and interaction are also among the important factors to ensure that online learning runs effectively. Therefore, during this online courses era, more studies regarding the relationship between instructor emotional intelligence and student performance is needed (Akomolafe & Olatomide, 2013, Akomolafe & Ogunmakin, 2014; Kocoglu, 2011; Vesely, Saklofske, & Nordstokke, 2014; Winters, 2011).

This research will focus on the relationship between student's perception of instructor's emotional intelligence and student performance during online learning in the Faculty of Education, UiTM. This study is important because it discusses problems that may occur by students in college. Understanding of the effect of students' perceptions on the instructor's emotional intelligence and student achievement is very important. If the hypothesis in this study is accepted, the results can be used to describe the importance of teachers as a factor in the success of classroom teaching and can improve student performance so that student achievement is good. Further studies contribute to the theory of emotional intelligence by examining the relationship between students' perceptions of instructor's emotional intelligence and student performance with direct measures of student performance as self-report course scores. By identifying a statistically significant relationship between students' perceptions of the instructor's emotions, intelligence and student performance, this research can lead to student improvement performance in online or offline courses by influencing the adoption of emotional intelligence and training by policy makers, higher education administrators, and educators. The results of this study will be an initial step in establishing an empirical relationship between instructor' emotional intelligence and student performance progress, if one does exist. If the results of this study show a significant relationship between the two variables, future researchers will be able to develop these results into new research so that new findings can be found.

Research Method

The objective of this quantitative correlational study was to learn more about the link between student perceptions of instructor emotional intelligence and student performance in an online postsecondary environment. This research utilizes SPSS correlation to determine the relationship between seven independent variables of instructor's emotional intelligence (emotional self-awareness, emotional expression, emotional awareness of others, emotional management of others, emotional self-control, emotional reasoning and emotional self management) and the dependent variables (students performance). Correlation can help the researcher to discover the strength and importance of the relationship between both sets of the variables. In this study, student's perception of instructor's emotional intelligence and student performance among part two full time postgraduate students in the faculty of education in UiTM were tested. Students' responses to the Genos Emotional Intelligence Inventory to

create this variable. All part two full time postgraduate students in the faculty of education in Uitm were chosen as the population for this study.

The population was taken from 30 part two full time postgraduate students in the faculty of education in Uitm. Probability sampling which involved the convenience sampling, connecting controlled procedures (Ahmad et al., 2014) as long as the respondents took part and answered the survey questionnaire. For this research, it was decided to use a closed-ended questionnaire because it saves time. To create a close-ended questionnaire for studies, Dillman et al. (2014) has suggested the steps that need to be taken. The steps as follow: to prepare a questionnaire, building the first draft of questionnaire, self verifications,external inspection and experts comments and suggestions taken for correction. The questionnaires are distributed to the chosen respondent and from the data gained, researchers run the SPSS to get the statistical data and report. SPSS was used to analyze the data. Descriptive and Inferential statistics data will be used to analyze the data gained in this research. Next, the hypothesis was used by the researcher to study whether the hypothesis is accepted or rejected.

Results and Discussion
1) **The level of instructional emotional intelligence among Part Two Full Time Postgraduate Students in the Faculty of Education in UiTM**

Table 1. Descriptive Statistics of Instructor's Emotional Intelligence

Descriptive Statistics

	N	Mean	Std. Deviation
Instructor Emotional Intelligence	30	4.13	.476
Valid N (listwise)	30		

All of the items had the mean scores between the ranges of four. It was deduced that the average level of instructor's emotional intelligence perceived by students were in the range of 'Agree'. The means of instructor's emotional intelligence perceived by students are (M=4.13, SD=.476)

2) **Relationship between the instructional emotional intelligence and student's performance (CGPA) among Part Two Full Time Postgraduate Students in the Faculty of Education in UiTM**

Table 2. Result of Correlation Between Instructional Emotional Intelligence and Student's Performance (CGPA)

Correlations

		CGPA	Instructor Emotional Intelligence
CGPA	Pearson Correlation	1	.658**
	Sig. (2-tailed)		.000
	N	30	30

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

Table 2 shows there is a positive, strong and very significant relationship between CGPA which means students' performance and instructor emotional intelligence. It can be seen from

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the data generated that the p-value is .000. It shows that $p < 0.01$, therefore the null hypothesis, Ho is rejected. Thus, there is a very significant relationship between students' performance and instructor emotional intelligence. Meanwhile, the R-value obtained is .658, shows that the students' performance is positively correlated and have a strong relationship with instructor emotional intelligence.

Table 3. Result of Correlation Between Instructional Emotional Intelligence and Student's Performance CGPA 3.50 - 4.00 (High Performing Students)

Correlations

		CGPA02	Instructor Emotional Intelligence
CGPA	Pearson Correlation	1	.562**
	Sig. (2-tailed)		.005
	N	24	24

Table 3 shows there is a positive, moderate and significant relationship between CGPA 3.50 to 4.00 of students' performance and instructor emotional intelligence. It can be seen from the data generated that the p-value is .005. It shows that $p < 0.05$, therefore the null hypothesis, Ho is rejected. Thus, there is a significant relationship between students' performance with CGPA 3.50 to 4.00 and instructor emotional intelligence. Meanwhile, the r-value obtained is .562, shows that the students' performances are positively correlated and have a moderate relationship with instructor emotional intelligence. For moderate and low performing students (CGPA 3.49 and below), the sample size is smaller compared to the higher performing students with CGPA 3.50 and above. This cause the correlation cannot be computed due to at least one of the variables being constant.

3. Relative Contribution Between the Instructor's Instructional Emotional Intelligence and Part Two Full Time Postgraduate Student's Performance

Table 4. Model summary of R-square

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.857ᵃ	.734	.649	.360

a. Predictors: (Constant), Emotional Self-Management, Emotional Expression, Emotional Reasoning, Emotional Self Awareness, Emotional Management of Others, Emotional Self Control, Emotional Awareness of Others

Table 4 shows the R-square is .734 means that 73% of the variation in Students Performance is explained by Emotional Self-Management, Emotional Expression, Emotional Reasoning, Emotional Self Awareness, Emotional Management of Others, Emotional Self Control, Emotional Awareness of Others.

Table 5. Result Of Pearson Correlation Coefficients[a]

Model			Unstandardized Coefficients		Standardized Coefficients		
			B	Std. Error	Beta	t	Sig.
1	(Constant)		.658	.641		1.026	.316
	Emotional Awareness	Self	.202	.160	.215	1.264	.219
	Emotional Expression		.053	.153	.056	.347	.732
	Emotional Awareness of Others		-.029	.238	-.028	-.123	.904
	Emotional Management of Others		-.255	.203	-.222	-1.254	.223
	Emotional Control	Self	1.117	.243	.979	4.588	.000
	Emotional Reasoning		-.271	.181	-.252	-1.496	.149
	Emotional Management	Self	.057	.245	.058	.233	.818

a. Dependent Variable: CGPA

Discussions
1). Discussion of the Level of Instructor's Emotional Intelligence Among Part Two Postgraduate Students at the Faculty of Education in UiTM Puncak Alam During Online Learning

Based on the findings, the student's perception of the instructor's emotional intelligence is high (M=4.13, SD=.476). It was concluded that the average level of student's perceptions towards instructor's emotional intelligence were in the range of 'Agree' that the instructor's emotional ability is high. Individuals who are highly emotional intelligent are inclined to show better performance in their organization in comparison to individuals who are low on emotional intelligence (Law, Wong, & Song, 2004). Teachers with high emotional intelligence tend to better motivate their students and understand their students' behavior and psychological well-being. They can also be more sensitive to disruptive behavior in their students, academic performance and relationship management.

2). Discussion of the Relationship Between the Instructor's Instructional Emotional Intelligence and Student's Performance (CGPA)

Based on the data obtained, there is a strong and very significant relationship between instructor's instructional emotional intelligence and student's performance. This can be seen from the p-value is .000. It shows that $p < 0.01$ and the R-value is .658. These results are in line with previous studies, based on (Zeidner and Matthews, 2016) knowledge of one's own feelings and those of others, as well as the ability to solve adaptive problems, provide an important basis for academic learning. In addition, this result indicates that emotional intelligence is a personal resource with an important influence in the academic field, as a process of adaptation to the environment. emotional intelligence has a dual role; on the one hand, has an intrapersonal affective influence on aspects related to academic performance, such as motivation and self-regulation. On the other hand, interpersonal skills increase social networks in the academic environment, enhance teamwork, which is very important at the secondary education level (Alvarerz, 2020). Emotional intelligence is very important because it can make the school climate open and also the school culture is more positive, based on (Rahayu et al., 2017) emotional intelligence contributed to the professional competence of teachers and school cultures. If the school climate is open then this will make teachers feel comfortable doing their job as well as students will feel comfortable being in school so this will increase student motivation, so it can improve student performance. improvement of student academic achievement is influenced by the extent to which they are validated through a caring learning environment. Based on the previous research above, it can be concluded that emotional intelligence is considered to have a positive impact on academic achievement.

3). Relative Contribution Between the Instructor's Emotional Intelligence and Student's Performance (CGPA)

From the findings, the R^2 obtained was .734 meaning that 73.4% of the variation of part two Postgraduate student's performance (CGPA) is contributed by emotional self-control. This shows that students can get a high score if their instructor can control their self-emotions. Browning (2010) stated that high students' performance is contributed by generating a feeling. Therefore, it is important for the instructor to control their emotions to ensure that the online learning can be done effectively and increase the students' performance.

Conclusion

The results of the study showed that a strong, positive association exists between students' judgments of their instructor's emotional intelligence, as evaluated by the Genos EI Inventory, and student success, as measured by students' self-reported percentage of projected final course marks. Additionally, the results indicate a strong and significant relationship between the instructor's emotional subscale intelligence (which encompasses emotional awareness of itself and others, self-management, emotional expression, emotional reasoning, and self-control) and student performance. These findings demonstrate that the emotional intelligence of teachers has an effect on student performance at UiTM's education faculty.

Recommendation

Practical recommendations from this research include policymakers, higher education administrators, and educators implementing emotional intelligence treatments and training for online teachers. This practical suggestion may result in an increase in student performance in online courses. Additionally, future research might evaluate the association between teacher's emotional intelligence and student's performance utilizing not just ability-based models of

emotional intelligence, but also trait-based and hybrid models of emotional intelligence. It would also be beneficial to examine the association between teacher's emotional intelligence and student's performance using more elementary and secondary (high school) samples, as well as upper division and graduate-level courses.

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