

Assessing Emotional Intelligence Influence on Students in Private Higher Education, London, UK

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Abstract

This study aims to assess how emotional Intelligence (EI) Influences students' engagement, motivation, and team working to improve academic performance in Private Higher Education (HE) in London, UK. EI refers to the ability to recognise, understand, and manage one's own emotions, as well as the emotions of others. In private Higher Education Institutions (HEIs), EI plays a significant role in several aspects, especially related to student's academic progress & achievement and success, by promoting EI skills such as self-awareness, self-regulation, self-motivation, empathy, and social skills. By prioritising EI, private HEIs aim to foster the overall well-being and success of their students and the broader campus community.

Quantitative research has been employed. The questionnaire was designed based on Goleman's five essential elements: 1. Self-awareness, 2. self-regulation, 3. motivation, 4. empathy, and 5. social skills. Five questions were included in each essential element of Goleman's framework. Academic staff of private higher education participated in the questionnaire survey. Google Forms was used to collect the data.

The results indicated that only the components of self-awareness, social skills, and in-class team working are significantly related to academic accomplishment. However, self-regulation, motivation and social skills were insufficient to impact students' academic performance positively. The descriptive statistical data has positively impacted students' academic performance.

This study found that a strong correlation between EI and cooperation does not always mean that those who perform well on tests of empathy or EI will be highly collaborative. This is primarily because collaborative abilities require knowledge integration, values, skills, and attitude, whereas EI alone is insufficient.

This study found that lecturers must consistently inspire their students. Emotional intelligence is not only a theory; it plays a significant role in private HE. Emotionally intelligent lecturers are better able to inspire students and influence their behaviour.

The findings of this study suggested that lecturers should always have a great deal of empathy for the students. Lecturers can inspire their students to be emotionally healthy when they can recognise and correctly regulate their emotions and sense and comprehend the emotions of others.

Future studies might investigate how EI influences instructional practices, classroom management techniques, and the overall learning environment. This could include examining the effects of EI on student engagement, motivation, and satisfaction.

Keywords: *Emotional Intelligence, Self-Awareness, Self-Regulations, Motivation, Social Skills, Team Working, Private Higher Education London*

Introduction

Recent studies have confirmed that emotions are essential in people's lives, and they are a person's positive (pleased, relaxed) and negative (nervous, annoyed) feelings (Khawaja et al., 2023). Emotional Intelligence (EI) emerged in the 1990s as an ability-based construct equivalent to general Intelligence (O'Connor et al., 2019). However, it has been popular and widely used in several industries over the past three decades.

This study aims to assess how emotional Intelligence (EI) Influences students' engagement, motivation, and team working to improve academic performance in Private HEIs in London, UK. Emotional Intelligence (EI) has become popular among academics, educational practitioners and the general public. It has been recognised that social and EI is just as important as traditional personality traits and intellectual prowess. EI is the capacity to recognise, control, and comprehend one's own or other people's emotions (Ye & Ha, 2020). The limbic system (part of human behaviour), at the core of emotions, is part of the human body. The limbic system and logical brain are interconnected and develop simultaneously, despite the limbic system being different from the latter. This suggests that people should simultaneously use their abilities to think and sentiments (Rayees, 2021). Because young learners are independent leaders, EI plays a significant role in determining whether they will successfully earn a degree. The demands and stress levels are essential to obtaining success in education. Thus, learners or students need to be conscious that their own motivation for success should rest within them (Jaleel & Ghoti 2021). This paper examines how students in private HEIs may use EI to become motivated, engaged, and collaborative students.

In the last few decades, private higher education has been rapidly growing in the world (Khawaja, Qureshi and Sokić, 2022). Higher Education Institutions (HEIs) are classified as either public or private (Qureshi and Khawaja, 2021), and this binary classification is particularly challenging to define and distinguish each (Levin, 2005) because of a lack of conceptual clarity (Marginson, 2007). Levy (2012) defines *private higher education institutes* as those defined by national authorities. For example, the Department for Business, Innovation & Skills (BIS) defines Private Higher Education Institutions in England as: “*...any provider of higher education courses which is not in direct receipt of recurrent funding from the Higher Education Funding Council for England (HEFCE) or from equivalent funding bodies in the Devolved Administrations; or does not receive direct recurrent public funding (for example, from a local authority, or from the Secretary of State for Education); and is not a Further Education College*”. (Applying student number controls to alternative providers with designated courses, (2012, p.3)).

In the UK provider higher education providers are also known as “Alternative Providers” the National Statistics, 2022) defines

“ An alternative provider is any provider of higher education courses which is not in direct receipt of recurrent funding from the Higher Education Funding Council for England (OfS) or from equivalent bodies in the devolved administrations; or does not receive direct recurrent public funding (for example, from a local authority, or from the Secretary of State for Education); and is not a further education college. Only providers with courses designated for student support are included in the statistics”

Source : <https://www.gov.uk/government/statistics/student-support-for-higher-education-in-england-2022/definitions-england>

UK private HEIs, also called fully autonomous alternative providers, operate for profit, do not receive any grant from the Government and are “responsible for their own funding” (Altbach, 1999, p.2). The most straightforward understanding of a private higher education institution is that of an organisation with private ownership and funding, while a public higher education Institution is an organisation with state ownership and funding (Qureshi and Khawaja, 2021, Qureshi,2023). Regarding functionality, both public and private HEIs are equivalent, differing only in ownership or funding (Duczmal, 2006).

For private HEIs to achieve their strategic goals and fulfil their missions, students must develop their interpersonal skills, sense of self, and communication abilities. The majority of studies on student growth are concerned with cognitive development.

A cognitive development hypothesis by William G. Perry was created in 1981 and is based on the notion that students are constantly changing and acquiring new "positions of knowledge." Nine positions in Perry's theory help students advance their cognitive skills from a fundamental duality of knowledge to relativism.

There is enough data to support the claim that high EI levels can help students succeed in school, college, university and ultimately in their careers (Arias *et al.*, 2022). For example, EI is a crucial talent at the higher education level that enables students to cope with and handle the institution's demands. Many studies accomplished in the past have shown a strong correlation between students' EI and higher levels of academic achievement. It has been shown that students with high EI have higher levels of interpersonal skills, is adaptable, and show improved stress-management abilities (Ana, 2021). Nevertheless, emotionally intelligent students can succeed in their academic endeavours and professional jobs.

There have been numerous academic studies on EI, including those by Ebinagbome and Nizam (2016) to examine the effect of EI on students' academic performance, Mohzan et al. (2013) to investigate the impact of EI on academic achievement, or Chang and Tsai (2022) to investigate how university students' EI, learn. The impact of EI and motivation on student achievement has also been studied by Hadiwijaya and Hutasoit (2016), while Zhoc et al. (2020) looked at the success and engagement levels of EI students, and Deveci (2015) looked into how EI affected student teamwork. The research revealed that while several studies have examined the relationship between EI, motivation, engagement, and collaborative working (teamwork) among students, these studies have primarily examined these relationships individually. None of the studies has examined these factors in one study. This gap has appeared, and this research's goal is to complete it.

Additionally, EI plays a crucial role in enhancing students' academic performance and affects their success in the workplace (Urquijo et al., 2019), especially for students interested in jobs that call for greater EI levels, like teaching. Teachers or lecturers must be highly emotional workers to excel in their jobs, a requirement of the teaching and lecturing profession. Given these elements, EI is essential. As a result, this study has a few research questions:

RQ1: How does emotional intelligence influence the engagement, motivation, and cooperative working of UK private higher education students to enhance academic performance?

RQ2: What are the effects of emotional intelligence on students' study motivations?

RQ3: How is emotional intelligence related to in-class teamworking dynamics?

Reviewing how emotional intelligence affects students' engagement, motivation, and cooperative working in private higher education is the goal of this study. The following research objectives have been designed to proceed with this study. This study has several research objectives:

RO1: To evaluate the relationship between emotional intelligence and the engagement levels of private higher education students.

RO2: To examine the influence of emotional intelligence on the motivation of students in their academic pursuits.

RO3: To determine the specific components of emotional intelligence that contribute significantly to students.

RO4: To identify the critical factors of emotional intelligence contributing to effective in-class teamwork among students.

RO5: To examine the impact of emotional intelligence on the overall effectiveness and productivity of in-class teamworking among students' study motivations.

RO6: To investigate the role of emotional intelligence in resolving conflicts and promoting cooperation among students in the classroom setting.

Literature Review

EI may be conceptualised as ability or as a trait (Khawaja, Qureshi and Sokić, 2022). Lam et al. (2020), define "Emotional Intelligence" as the capacity to comprehend, use, and control one's own emotions as well as those of others, to effectively interact with them, and to try to reduce their stress by empathising with them and supporting them in overcoming obstacles. Strong relationships between the leader and the other members are more likely to develop when there is EI. According to Sánchez-Lvarez et al. research, those with higher EI are reported to be psychologically strong, to have a positive outlook on life, to perform better at work, and to have leadership qualities. Emotional competence, literacy, and other names have all been used to refer to EI (Doan et al., 2020). Emotional intelligence is a person's ability to control their emotions so they can healthily show them. Goleman (2000) says that emotional intelligence is the best way to predict success at work. Emotional intelligence is no longer seen as a distraction. Instead, it is seen as a crucial part of solving problems, thinking clearly, and responding to new situations (Jaleel & Ghoti, 2021). Emotional intelligence as an operationalized construct focuses on empathy, maintaining self-control, cultivating fulfilling relationships, and having low impulsivity.

Major proponents of EI, Mayer et al. (2008), created a model of EI that includes four skills:

- (1) perceiving emotion;
- (2) using emotion to facilitate thought;
- (3) understanding emotions; and
- (4) managing emotion.

Since Mayer and Salovey (1997) first proposed the idea of EI, it has become a well-liked research area and sparked discussions in various academic fields. The enormous interest in EI in education is supported by a vast body of evidence highlighting the concept's potential while illuminating variations in important academic outcomes.

According to the available data, it has been suggested that EI has a substantial role in determining a person's ability to successfully manage urgent needs within academics (Ashu, 2019).

Measuring EI Scales

Measuring EI is a complex task as it involves assessing an individual's ability to recognise, understand, and manage their own emotions and recognise and empathise with the emotions of others. Various methods, scales and assessment tools have been developed to measure EI, and here are a few commonly used scales:

1. Mayer-Salovey-Caruso Emotional Intelligence Tests (MSCEIT) (Mayer et al., 2002a,b).
2. Self-report Emotional Intelligence Test (SREIT) (Schutte et al., 1998)
3. Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides and Furnham, 2001)
4. Bar-On Emotional Quotient Inventory (EQ-i) (Bar-On, 1997a,b)
5. i) The Situational Test of Emotional Management (STEM) (MacCann and Roberts, 2008)
ii) The Situational Test of Emotional Understanding (STEU) (MacCann and Roberts, 2014)
6. Emotional and Social Competence Inventory (ESCI) (Boyatzis and Goleman, 2007)

Figure 1: Goleman's Emotional Intelligence Model



Goleman's Emotional Intelligence Model (2002)

For this study the Goleman's five elements model is used:

1. Self-awareness.
2. Self-regulation.
3. Self-motivation.
4. Empathy.
5. Social skills.

Self-awareness is defined as the capacity to recognise an emotion's influence when a leader engages their own internal feelings (Jaleel & Ghoti, 2021). Understanding what our emotions signify or how to identify them is essential to deciphering what our minds are trying to communicate. *"If we are unable to recognise our true emotions, we are powerless in their face."* (Goleman 2007, p. 50).

Self-regulation is the second component that involves keeping our emotions and impulses under control to more effectively adjust to shifting settings and circumstances (Kant, 2019). The author responded to the circumstance by treating it with emotion to develop abilities that build on one's self-awareness. People who lose control of their emotions often experience oppressive sentiments and fail to accept their failings in life fully. Contrary to others who lack this skill, they can bounce back far more quickly and learn from mistakes after experiencing life's setbacks and disappointments.

Self-motivation: According to Kellie et al. (2022), self-motivation plays a vital role in propelling us forward, maintaining a long-term focus, and achieving the goals we have set for ourselves. When we enter a state of flow, characterised by a deep sense of engagement and enthusiasm for the task, self-motivation becomes a driving force behind the exceptional performance. By cultivating self-motivation and adopting positive attributes like optimism, we position ourselves on a path of continuous growth and progress rather than stagnating.

Empathy: the ability to sense, comprehend, and respond to the feelings of others while attempting to comprehend the social links surrounding oneself is another crucial element known as empathy or social awareness. Empathy "springs that self-awareness what more open we are to our own emotions, the better we are able to perceive and understand the feelings of others," according to Goleman (1997).

Social skills are one component of this approach, and art significantly impacts interpersonal interactions. Additionally, well-honed communication skills, such as active listening, persuasion, and dispute resolution, play a crucial part in our lives. Effective communicators can evaluate effectively and constructively, delegate appropriately, and for No, very easily persuade others in the second place, never by coercion or manipulation but rather by appropriate arguments and an open approach (Goleman 2007).

Emotional Intelligence and Higher Education

Emotional intelligence plays a significant role in higher education, fostering a positive and enriching academic environment (Jalal and Ghoti). It encompasses the ability to recognise, understand, and manage one's own emotions, as well as empathise with and relate to the emotions of others. According to Lubbadesh (2020), in higher education, emotional intelligence enhances students' interpersonal skills, self-awareness, and adaptability, enabling them to navigate the challenges of college life effectively. It cultivates a supportive and inclusive atmosphere where students and educators can communicate openly, collaborate, and resolve conflicts constructively.

Emotional intelligence also contributes to effective leadership and decision-making, empowering students to excel academically and develop essential life skills (Pekrun et al., 2017). By prioritising emotional intelligence in higher education, institutions can nurture well-rounded individuals who are both intellectually competent and emotionally resilient and empathetic, ready to succeed in their professional and personal lives. According to studies, those who perform well on EI exams have superior interpersonal skills and are given higher peer ratings (Pekrun *et al.*, 2017).

Emotions and Student Learning

Even though there is disagreement on the validity and definition of EI, data shows that applying EI concepts has beneficial results. Doan et al. (2020) remind us of a long-standing finding in cognitive psychology: learning requires attention. They contend that joyful emotional involvement promotes attention. Sessions that were uninteresting, unchallenging, and boring; inadequate explanations and communication; and a lack of confidence in asking questions prevented this. Staff can increase student involvement by making their lessons engaging, communicating clearly, and providing opportunities for questions. In order to help control emotions, this calls for EI in the sense of awareness of the intrapersonal and interpersonal variables.

Positive student performance and retention effects have also been linked to solid staff-student connections (Donisi *et al.*, 2022). According to Gleaves and Walker (2006), nurturing connections can favour aspirations and accomplishments by fostering both the intellectual and affective facets of teaching and learning.

On the other hand, unfavourable emotional states might be detrimental to the learning process. Student achievement and engagement have been found to suffer from stress (Drigas & Papoutsi, 2019). This is because while under stress, the fight-or-flight reaction is triggered, causing the brain's only focus to be on surviving.

Substantial workloads and assessment burdens are two factors that might contribute to stress; also, receiving unfavourable staff evaluations can be demoralising and depressing. To ensure they strike the correct balance, lecturers must be mindful of these effects when creating modules, creating exams, and providing feedback.

Emotional Intelligence and Student Engagement

In education, student engagement would be defined as the level of interest, awareness, desire, curiosity, and optimism students display when acquiring knowledge. The degree of inspiration they must develop and gain during their school experience is spread out by these factors. Students with greater optimism, adaptability, effectiveness, and self-assurance would show increased involvement (Lubbadesh, 2020). Three dimensions have been developed by Karakus *et al.* (2021) to express student participation. These factors relate to behavioural engagement, which shows that children are positively complying. Second would be the emotional involvement students are known to experience, such as joy, attention, or a sense of belonging. Last but not least is cognitive engagement through learning, which frequently goes beyond merely meeting demands and finding challenges enjoyable. Emotions may influence students' engagement, learning, and achievement in general in ways that are either adaptive or maladaptive, according to a multitude of research (Tyng *et al.*, 2019). Numerous studies have shown that pleasant emotions are positively connected with commitment, effectiveness, and persistence (Denovan *et al.*, 2020; Hayat *et al.*, 2020). On the other hand, positive emotions have been linked to higher levels of engagement and improved learning outcomes, according to research by Parkinson and McBain (2018). Although some negative emotions, like anxiety, may also tend to have adaptive effects on enhancing a person's intrinsic motivation to avoid failing, such negative emotions may adversely affect learners' attention and cognitive functioning, adversely affecting their engagement and learning outcomes.

Emotional Intelligence and Student Motivation

It has been suggested that one of the essential talents in EI is self-motivation (Goleman, 1995b). In this perspective, motivation serves as the primary determinant of EI. According to some experts, motivation is only marginally related to emotional intelligence (EI) and is not a significant component of it (Mega *et al.* 2019). The notion of EI and the theory of motivation were compared in the study conducted by Rayees (2021), on motivational requirements of power, achievement and affiliation). The results showed that motivation and EI only varied together; it was not an independent aspect of EI. The idea put forth by Goleman (1995a), which stated that personal drive was a subset of EI and motivation, conflicted with this. The studies open the door for further investigation to confirm the relationship between the two constructs using a variety of motivational measures, such as the goal-attainment model or the self-determination perspective, as well as other self-reporting measures of EI. As of right now, Usán Superv. & Salavera Bordás (2018), Barreto Trujillo & Alvarez Bermdez (2019), and Kant (2019) have conducted the most extensive research on motivation in terms of job performance.

Teamworking and Students

Teachers and lecturers always seek the best ways to support student growth. With the help of cutting-edge curricula and modern classroom teaching techniques, most focus is on cognitive growth. Everyone agrees that in-class activities help students grow their cognitive skills, but what helps them build their psychosocial skills?

There is a shortage of best practices and research on psychological development. Understanding the events that support students' psychological development within and outside the classroom is crucial. Kant (2019) studied 149 seniors from 12 colleges to determine the extracurricular activities that are linked to developmental outcomes. The interviews, which lasted 35 to 90 minutes, were taped, recorded, and transcribed. Students were questioned about their most memorable college experiences, changes that had taken place, and which events they believed had contributed to their intellectual, emotional, and social growth. 85% of individuals indicated leadership responsibilities, while 79% spoke of peer interaction and academic-related activities. Peer contacts, specific leadership responsibilities, and institutional ethos were all linked to improvements in interpersonal skills. Gains in practical competence were discovered through job and leadership duties.

Academic activities and instructor engagement improved students' academic abilities and output. Numerous activities increased cognitive complexity, and leadership duties and peer interaction increased humanitarianism. Leadership positions, internships, and employment opportunities enabled students to strengthen their social and emotional abilities more than other activities.

Criticisms on Emotional Intelligence

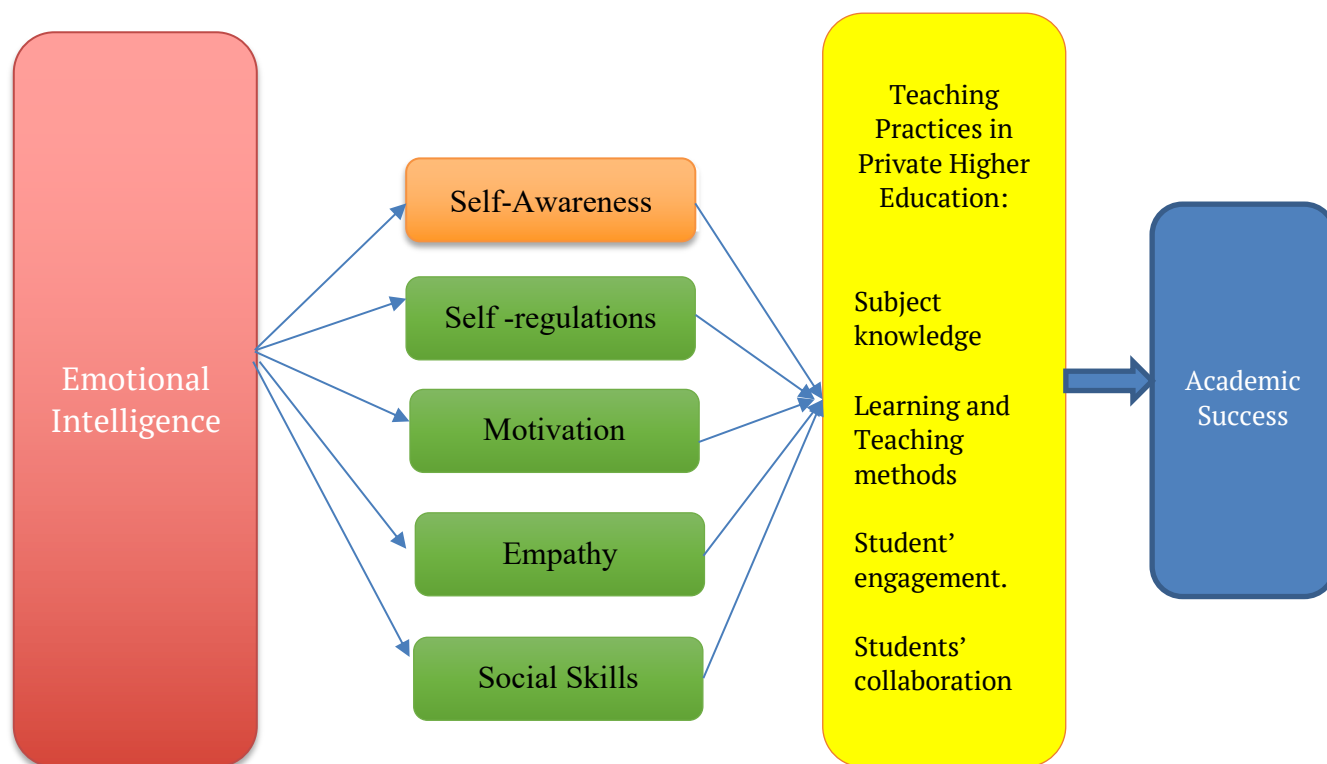
Despite the popularity of EI, it has also come under much fire. Some critics have suggested that the term's broad range of components makes it more difficult to define it precisely and understand what it really means. Researchers are further perplexed by the debate over whether emotional intelligence (EI) is a talent or a characteristic, which leads to a variety of performance assessments and self-respect questionnaires with countless findings that would be at odds with one another (Iraj et al., 2020; Huynh et al., 2018). Others, however, believed that tests for emotional intelligence (EI) might not be valid because EI was closely related to personality and intelligence (Restubog et al., 2020), and they argued that there was not enough evidence to support the validity of the content of such tools because there was a lack of a sound theoretical foundation and ambiguity in the content of EI measures (Can *et al.*, 2021). In response to these criticisms, Cherniss et al. (2020) argued that the existence of different versions of EI during its early developmental phases should be seen as a strength rather than a weakness and that there was evidence showing that EI was, in fact, distinct from IQ, personality, or other similar constructs.

Conceptual Framework and Hypotheses

A conceptual framework is a theoretical model that guides the research process by providing a framework for understanding, analysing, and interpreting the research topic. It helps researchers organise their thoughts, define key concepts, and establish relationships between variables or constructs.

The following conceptual framework has been designed based on the key findings of the literature review.

Figure 2: Conceptual Framework



The findings of the conceptual framework and literature review helped the researcher to develop the appended hypotheses:

Research Hypotheses

Hypothesis 1:

Null Hypothesis: There is no significant correlation between Self-awareness with Motivation,

Alternative Hypothesis: There is a strong correlation between self-awareness and motivation.

Hypothesis 2:

Null Hypothesis: There is no significant effect between self-awareness and in-class teamworking.

Alternative Hypothesis: There is significant effect between self-awareness, and in-class teamworking

Methodology

Research methodology refers to the systematic approach and techniques used to conduct research and gather primary or secondary data to answer research questions or test hypotheses. It involves selecting appropriate methods, tools, and procedures to collect, analyse, and interpret data.

Research Philosophy

The principles underlying research would relate to the nature of the reality being studied (Bryman, 2016). The definition of the nature of knowledge that underlies research is referred to as research philosophy. Posivism method has been adopted as it supports collecting a quantitative method. Using statistical data would help the researcher measure the relationship between EI and academic performance. Conversely, Interpretivism focuses on subjective understanding, personal experiences, and contextual factors, which may be less replicable and more difficult to generalise (Saunders et al, 2019).

Research Approach

The research approach refers to the overall action plan guiding the entire research process. It outlines the general steps and methods that will be used to address the research questions or objectives. There are two primary research approaches inductive and deductive. In an inductive approach, the researcher collects and analyses data to identify patterns, themes, or theories that emerge from the data. This approach is more compatible with interpretive philosophy, qualitative research, and exploratory and allows for discovering new insights or theories that may not have been previously considered. It is beneficial in situations where existing theories or knowledge is limited. This research is quantitative with hypotheses; therefore, an inductive approach is inappropriate.

In a deductive approach, the researcher starts with a theory or existing knowledge body and develops specific hypotheses or research questions (Saunders et al., 2012; Cooper and Schindler, 2003). The researcher then collects data to test and confirm or refute these hypotheses-supported statistical findings (Creswell, 2014).

Contrarily, the interpretivism philosophy of qualitative research uses an inductive approach to examine the meaning of each piece of data, which is more internal and

subjective. According to Creswell (2014). Dul and Hak (2008) state that a qualitative research approach suggests case study research or action research strategies.

However, the quantitative method is used to collect data by close-ended questionnaires. For that reason, Saunders et al. (2012) said that a researcher might take a quantitative approach to test hypotheses to identify factors and related variables using statistical data.

Sample Size Sampling Procedures

The research has collected data from 50 respondents. 50 respondents have been targeted randomly from two HEIs (UK College of Business and Computing and London School of Creative Arts in London). The researcher believed 50 samples represented the entire academic staff of private HEIs. Initially, this sample size should be fine for the researcher to collect adequate valid and reliable data. The data has collected using Google form (see appendix). The form was sent to the respondents using their email address. A random sampling technique was used to collect the samples. This technique has given the researcher to collect samples by giving equal probability to each sample.

Data Analysis

According to Fink (2008), it is appropriate to elaborate on comparable responses and analyse them descriptively using a similar methodology and style before converting the raw data into information necessary for making decisions and formulating recommendations (Yin, 2003). Statistical Package for the Social Sciences (SPSS) software has been used to analyse the data. Multiple regression, correlation and ANOVA were used to determine the relationship between EI and academic performance.

Reliability

According to Behling and Law (2006), the reliability of the data that any research gathers can be used to assess the quality of that data (2006). It is crucial that the respondents who are filling out the questionnaire be informed of the significance of their answers to the study. Therefore, people will be informed of the importance of the data they contribute through verbal and nonverbal social network communication.

A Cronbach's alpha and composite reliability value limit of 0.70 or higher is acceptable for internal consistency (Hair et al., 1995). Therefore, Cronbach's alpha and composite reliability value below 0.60 denotes a lack of internal consistency and

reliability (Hire et al., 2016). Therefore, Cronbach's alpha is regarded as a gauge of scale dependability. It measures internal consistency, or how closely similar a group of items are to one another.

Ethical Considerations

Data from respondents were kept completely private and fully confidential. All of the participants in the study had their understanding of the study's objectives clarified, and it was strictly controlled how the data would be transferred, stored, and used. Additionally, before questionnaires were distributed, the study's goal was stated, and individuals were informed that completing the forms was optional (Sekaran, 2003). Participants voluntarily agreed to participate after being informed that all talks from focus groups and interviews would be videotaped.

At this point, anonymity and secrecy are the two vital ethical concerns that require greater clarification. This is because anonymity and confidentiality methods significantly impact various research response rates (Jones, 1979). Other academics, such as Skinner (1981), refuted this notion.

Data Analysis

Reliability: In data analysis, the researcher used Cronbach's alpha value for the reliability of the scale the researcher used in the questionnaire. The value of Cronbach's alpha is equal to .903, which means it is more significant than; hence the 5-point Likert scale used in the questionnaire is reliable.

Reliability:

Case Processing Summary			
		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	35

Hypotheses:

Hypothesis 1:

Null Hypothesis: There is no significant correlation between Self-awareness with Motivation,

Alternative Hypothesis: There is a strong correlation between self-awareness and motivation.

Hypothesis 2:

Null Hypothesis: There is no significant effect between self-awareness and in-class teamworking.

Alternative Hypothesis: There is significant effect between self-awareness, and in-class teamworking.

In the first hypothesis, there is no significant correlation between Self-awareness with motivation in In-class Teamworking and student motivation. Hence the researcher fails to reject our null hypothesis and concludes that there is no significant correlation of Self-awareness with Motivation, In-class Teamworking and Student motivation.

In the second hypothesis, the result shows that the overall multiple regression model is statistically significant; hence we reject our null hypothesis and conclude that there is a significant effect of self-awareness, social skills, in-class teamworking and student motivation on Teacher motivation.

The coefficient of determination is equal to, which means that self-awareness, social skills, in-class teamworking and student motivation explain 61.3% of the variation in motivation. The adjusted is equal to .579, which means the data is best in this model.

The individual significance of the independent variables is also checked out in which social skills and in-class teamworking are statistically significant effects on motivation while there is the insignificant effect of Self-awareness ($\beta_1 = .120, p = .539$) and ($\beta_2 = .310, p = .051$).

Note: Tables are placed in Appendix A

Interpretation of Results and Discussion

The findings of this study have suggested that EI facilitates student engagement in a private higher education setting. Comparable to previous research, the results of this study showed that EI was intricately linked to the affective components of engagement, with the result that students with high levels of EI have more opportunity to experience achievement-activating emotions like enjoyment, interest, and enthusiasm (Maguire et al., 2017). They also have less opportunity to experience deactivating emotions associated with achievement (such as; anxiety, boredom, and frustration). Such findings are essential for adding to the growing body of work that highlights the beneficial relationships between EI and academic achievement, which the influence of the construct of EI on affective engagement may partially explain.

According to an expanding body of research demonstrating the role played by EI in academic achievement, researchers today have begun to recognize how EI may benefit learning in private higher education (Sanchez-Ruiz et al., 2013). This analysis suggests that EI could be a significant mechanism that would affect such a link, given that student retention and grades frequently depend on engagement, particularly cognitive engagement (Pentaraki & Laureate, 2017). It was discovered that EI highly predicted cognitive engagement compared to prior academic competence, which supports the evidence for the importance of this attribute in highest-level success. This review's findings showed that EI and motivation have strong relationships. This finding adds dimensions to Deci and Ryan's (Ryan & Deci, 2000) self-determination theory of motivation and Goleman's (Goleman, 1995a) model of EI. Students who can understand their own unique sentiments and are aware of their own emotions have a strong potential for intrinsic motivation. They are aware that regulating their emotions is essential for learning and progressing toward their objectives. In addition, those who have learned how to control their emotions are better prepared to deal with anxiety and uncertainty. This helps children to learn about their interests without relying on external sources like praises and prizes (Goleman, 1995a). Self-motivation, a domain included in Goleman's (1995a) model, has a substantial correlation with each of the other intrinsic motivational domains.

Students that are acknowledged to possess this quality frequently exhibit productivity and emotional self-control. In order to achieve their objectives of mastery and self-motivation, they can also properly regulate their emotions. Additionally, students who are able to control their emotions would learn about achievement and self-interest, which are essential for achieving one's own goals (Tempelaar et al., 2012).

Positive emotions were found to be crucial in positively predicting self-motivation towards physical education programs, according to research by Trigueros et al. (2019). However, it also showed that unfavourable feelings had a negative impact on self-motivation. Additionally, when it came to motivation, positive emotions had a higher explanation rate than negative ones. These findings emphasized and projected the relevance of happy emotions in terms of student engagement and motivation. This tends to support the argument made by Pekrun et al. (2017) that, in order to support students' learning and motivation, positive emotions must be developed and reinforced in academic contexts.

The results of a study by Deveci (2015) support the idea that EI and collaborative abilities are related. Given the theoretical underpinning of that study and the moderating impact size from correlation tests, it is possible to conclude that self-control and emotion perception are essential for a significant portion of collaborative skills. Existing literature provides evidence of similar conclusions relating to EI and teamwork. The latest study by Hojat et al. (2015) of medical students confirmed the connection between empathy and teamwork. Although the study by Hojat et al. (2015) concentrated on an approach to integrated care, the authors found common denominators in terms of interpersonal skills and understanding the skills of other people within a setting of integrated care, teamwork, and empathy.

Finding a strong correlation between EI and cooperation does not always mean that those who perform well on tests of empathy or EI will be highly collaborative. This is primarily because collaborative abilities require knowledge integration, values, skills, and attitude, whereas EI alone would not be sufficient (Cox & Cole, 2016).

Conclusion

In conclusion, this study found that teachers of private higher education must consistently inspire their students. Emotional intelligence is not only a theory; it plays a significant role in private higher education. Emotionally intelligent teachers are better able to inspire students and influence their behaviour.

The results indicate that only the components of self-awareness, social skills, and in-class team working are significantly related to academic accomplishment. However, self-regulation, motivation and social skills were not far from positively impacting students' academic performance. The descriptive statistical data has positively impacted students' academic performance.

This study found that a strong correlation between EI and cooperation does not always mean that those who perform well on tests of empathy or EI will be highly

collaborative. This is primarily because collaborative abilities require knowledge integration, values, skills, and attitude, whereas EI alone would not be sufficient. How EI could benefit students during their academic endeavours is a reality that is now highly appreciated. Evidence highlighting the part played by EI in terms of academic performance and achievement is growing. Given that student retention and grades are frequently anticipated based on their levels of engagement, particularly cognitive engagement. It can be deduced from this review that EI would prove to be a crucial strategy that would affect a link like this. According to the literature evaluation, cognitive engagement was also strongly predicted by EI when compared to a student's prior academic aptitude, which reinforces the case for the significance that such a trait would have an impact on success at the third level.

Additionally, it can be inferred from this review that, to a certain extent, there is a direct relationship between EI and behavioural engagement, with students with high EI having more opportunities to demonstrate increased engagement in educational activities, increased persistence levels, and decreased behavioural disengagement. It has also been noted that most of the research on EI and student engagement emphasises the cognitive and emotive aspects of involvement. However, it disregards the role that EI plays in the behavioural aspects of academic engagement.

Based on the literature assessment, it can be said with confidence that EI can help spread new knowledge while promoting the growth and improvement of educational theoretical frameworks. From this vantage point, an intervention regarding EI elements within the education context has become critically necessary. The correlation between EI and cooperation suggested that collaborative work positively increases the construct by helping students build social skills that are positively reinforced. Applying the benefits of a cooperative strategy would also allow students to improve their educational perspectives within the classroom, facilitate decision-making, and task bifurcation, assume critical roles, produce coordination during collaborative work, resolve conflicts, develop independence, and provide extensive training for students.

Finally, it has been found that teachers must consistently inspire their students. Emotional intelligence is not only a theory; it plays a significant role in private higher education. Emotionally intelligent teachers are better able to inspire students and influence their behaviour.

Recommendations

While EI is a broad concept with many variables such as self-awareness, self-regulation, motivation, empathy, and social skills involved, it is also advised that. Future research should examine how each component of EI affects or influences student engagement, motivation, and collaborative work since this review only looked at the construct of EI as a whole. Additionally, research has shown that EI varies by gender and that individual pupils may have varying levels of EI. As a result, another suggestion would be to consider gender-related factors. Future research should examine if gender affects emotional intelligence (EI) and whether it affects EI-driven engagement, motivation, and collaboration.

Teachers should develop their ability to appreciate others, especially students, and inspire them to work hard to advance. One should be open and responsive to the opinions and issues of the pupils because they look up to the teachers for leadership and assistance. A teacher is essential to a student's overall growth. Therefore, a teacher's responsibility is to also provide for the pupils' needs. Not only with cognitive knowledge but also to instil in them the virtues and skills necessary to meet life's problems. A teacher's ability to listen intently and with an open mind is crucial in establishing the overall growth of the students. Teachers should always have a great deal of empathy for the students. Teachers can inspire their pupils to be emotionally healthy when they are able to recognise and correctly regulate their emotions as well as sense and comprehend the emotions of others.

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Appendix A: Statistical data

Reliability:

Case Processing Summary		
	N	%
Cases Valid	50	100.0
Excluded ^a	0	.0
Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	35

Correlation coefficient:

		Correlations			
		Self Awareness	Motivation	In-Class Teamworking	Student Motivation
Self Awareness	Pearson Correlation	1	.237	.146	.171
	Sig. (2-tailed)		.097	.312	.236
	N	50	50	50	50
Motivation	Pearson Correlation	.237	1	.638**	.691**
	Sig. (2-tailed)	.097		.000	.000
	N	50	50	50	50
In-Class Teamworking	Pearson Correlation	.146	.638**	1	.604**
	Sig. (2-tailed)	.312	.000		.000
	N	50	50	50	50
Student Motivation	Pearson Correlation	.171	.691**	.604**	1
	Sig. (2-tailed)	.236	.000	.000	
	N	50	50	50	50

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

Multiple Regression Analysis:

Model Summary

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 Education, London, UK**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.783 ^a	.613	.579	2.801

a. Predictors: (Constant), Student Motivation, Self Awareness, In-Class Teamworking, Social Skills

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	560.094	4	140.024	17.844	.000 ^b
	Residual	353.126	45	7.847		
	Total	913.220	49			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Student Motivation, Self Awareness, In-Class Teamworking, Social Skills

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.666	4.515		-.812	.421
	Self Awareness	.120	.194	.060	.620	.539
	Social Skills	.334	.142	.303	2.347	.023
	In-Class Teamworking	.356	.130	.320	2.738	.009
	Student Motivation	.310	.155	.283	2.004	.051

a. Dependent Variable: Motivation