$\mathcal{A}_{cE}$-Bs2024Langkawi

https://www.amerabra.org

12th ASIAN Conference on Environment-Behaviour Studies,
Holiday Villa Beach Resort & Spa, Langkawi Island, Malaysia, 01-03 Mar 2024

Consciousness and Transcendence Effects the Emotional Intelligence and Teaching Quality among Private Universities

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Abstract
The ongoing evolution of high-quality university academics prompts an exploration of the factors defining teaching excellence. This study delves into the impact of consciousness and transcendence, spiritual intelligence (SI) elements, on lecturers' emotional intelligence (EI) and its influence on teaching quality. A structural model was developed utilizing data from a questionnaire survey with 125 usable responses. The results indicate partial mediation by both consciousness and transcendence between EI and teaching quality. This suggests that consciousness and transcendence enhance EI in university teaching, fostering adaptability and inclusivity and promoting transformative learning for well-rounded individuals.

Keywords: Consciousness; Emotional Intelligence; Spiritual Intelligence; Transcendence

1.0 Introduction
Tischler et al. (2002) proposed several models relating to spiritual intelligence (SI) and emotional intelligence (EI). In 2023, Saad et al. offered empirical evidence supporting the Tichler et al. (2002) model, revealing that both SI and EI played crucial roles as predictors in sustaining teaching quality performance. The study's outcomes affirmed the positive impact of humanizing education on academicians' competency and well-being. EI navigates relationships and understands emotions, while SI deepens purpose and values. Although both coexist and mutually enhance overall well-being, the university's top management should acknowledge the contributions of each intelligence role.

Amram and Dryer (2007) identified SI sub-themes—consciousness, transcendence, grace, meaning, truth, peaceful self, and inner directedness—and suggested their influence on teachers' EI and teaching quality. Nevertheless, research on their mediating effects remains limited (Alam & Ahmad, 2018). Hence, the primary purpose of this study is to validate another aspect of Tichler's model, in which SI was proposed as a mediator, citing its positive effects, including physiological, psychological, and behavioral changes.

Specifically, the study seeks to establish two sub-themes of SI, consciousness and transcendence, which are substantial mediators between EI and teaching quality. This study hypothesizes that understanding the mediating role of SI is vital. It deepens insights into the complex interplay between EI and other factors, offering a holistic view of human cognition. This knowledge informs interventions, benefiting emotional well-being and competence in diverse fields, especially education. One main objective of this study is to examine the mediating role of consciousness and transcendence between EI and the teaching quality of academics.

2.0 Literature Review

2.1 Emotional Intelligence and Spiritual Intelligence in Work Success
Recent research advances our understanding of crucial factors contributing to work success. Oussi et al. (2023) emphasize the significance of effectively managing EI at different levels, revealing its pivotal role in enhancing emotion regulation flexibility for maintaining a calm work environment. Their comprehensive study, based on an analysis of 61 articles, provides valuable insights to guide clinicians in refining current treatments and interventions. Examining the context of teachers, VemVem et al. (2023) delved into the relationship between SI and the intention to quit. While their findings suggest that SI alone may not significantly influence the intention to quit, the mediation of job satisfaction and the sanctification of work play crucial roles in shaping the impact of SI on teachers' intentions to leave their positions. Focusing on work success, Manchanda et al. (2023) proposed that mindfulness is critical to cultivating sustainability consciousness. Their study suggests that businesses and policymakers can foster sustainability practices by emphasizing mindfulness's role in the workplace. In summary, these collective studies contribute significantly to our understanding of and potential improvements in emotional management, the intention to quit among teachers, and sustainability consciousness, all crucial aspects of achieving success in the professional realm.

2.2 Emotional Intelligence, Consciousness, Transcendence, and Teaching Quality
Research also suggests a connection between EI, SI, and teaching quality. EI, focusing on self-emotion control, is distinct from SI, where consciousness is central to awareness and self-knowledge (Aggarwal, 2013). Saad et al. (2018) found that SI, measured through Ayranci's Integrated Spiritual Intelligence Scale (ISIS), mediates positive work performance. Aggarwal's 2013 research underscores consciousness's impact on work performance. Besides, Lee et al. (2023) also indicated that self-consciousness positively affects work competency and leads to satisfaction. Despite these insights, a detailed examination of consciousness, its dynamics, and the impact of SI on education delivery remains limited.

Tee et al. (2023) refer to self-transcendent emotions as positive emotions arising from other-focused appraisals (Tee et al., 2023). In transcendence, Tee et al. (2023) reviewed research systematically and connected positive psychology and organizational behavior. Saad et al. (2019) emphasize SI's mediation effects on practices and performance, positively influencing leadership in various contexts. Interestingly, consciousness and transcendence were studied in the spiritual tourism context in China, revealing that spiritual tourism has a promising potential but underdevelopment (Wang et al., 2023). In education, Rodríguez-Carrillo et al. (2022) established a relationship between emotional and consciousness factors that contributed to a positive classroom climate.

In summary, these studies collectively indicate the potential influence of EI and SI on teaching quality through consciousness and transcendence values. The overall proposition is that (1) consciousness, as an SI component, mediates the relationship between academics' EI and teaching quality. Similarly, the second hypothesis suggests that (2) transcendence values mediate the connection between academicians' EI and their teaching quality.

3.0 Methodology
This study utilized a quantitative approach by surveying lecturers from private universities in Malaysia. Private university lecturers often need heightened spiritual intelligence due to diverse student bodies and flexible curricula integrating values. They guide holistic education, emphasizing personal growth and navigating ethical challenges from corporate ties. Innovation demands also require fostering creativity and resilience. Thus, spiritual insight is vital for lecturers in private institutions to support diverse environments effectively. A questionnaire survey was employed, with all variables (EI, consciousness, transcendence, quality teaching) rated on a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree), excluding a midpoint to prevent neutral responses. The survey was sent via Google Forms through known networking contacts in private universities, and it has been snowballing within a month.

As suggested by Hair et al. (2017), Structural Equation Modeling with Partial Least Squares (PLS-SEM) was employed for data analysis due to the small sample size and the study's complex conceptual framework with simultaneous mediator variables (consciousness and transcendence). PLS-SEM, suitable for second-order variables, utilized Latent Variable Scores (LVS) from first-order analysis (Hair et al., 2012; Henseler & Chin, 2010). Employing Robust Bootstrapping with 5000 replications, superior to t-tests, ensured reliable results for empirical t-statistics and Bias Corrected (BCa) bootstrap, in alignment with the guidelines proposed by Hair et al. (2017). The mediating effect measurement followed assumptions by Zhao et al. (2010) - full mediation occurs when the independent to dependent path is insignificant, and the indirect effect is significant. However, partial mediation occurs when both the independent to the dependent path and the indirect effect are significant.

4.0 Results

4.1 Demographic Profiles

Data was collected and stopped within a month after not receiving further responses. A total of 125 private university lecturers voluntarily responded to the survey.

4.2 Measurement Model Analysis

All items in Table 1 were assessed for the designated variables in the first-order evaluation and surpassed the .70 factor loading, while the average variance explained (AVE) for each construct exceeded .50. Both benchmarks were set by Hair et al. (2017). Furthermore, reliability evaluations for each specified construct, including composite reliability and Cronbach's Alpha, surpassed the .70 threshold. The results confirm the optimal unidimensional validity of each variable in the first-order measurement model, as noted by Ong and Puteh (2017). Table 2 confirms discriminant validity in the measurement model, with each latent variable distinctly represented by HTMT ratio values below .90. This ensures precise capture of each variable, preventing interference from others (Henseler et al., 2010).

Table 1: Convergent Validity for the First-Order Measurement Model

Indicator	Loading	AVE	γ	α
Self-Awareness				
I can recognize my own emotions (SA1)	.845*			
I realize the links between my feelings and my actions (SA2)	.878*	.741	.896	.826
I am aware of my goals (SA3)	.860*			
Self-Regulation				
I can manage my emotions well (SR1)	.838*			
I think clearly and stay focused under pressure (SR2)	.860*	.693	.871	.778
I seek out fresh ideas from a wide variety of sources (SR3)	.799*			
Social-Awareness				
I am a good listener (SO1)	.818*			
I offer useful feedback for people's development (SO2)	.847*	.741	.896	.826
I respect people from varied backgrounds (SO3)	.841*			
Self-Motivation				
I pursue information to find ways to do better (SM1)	.813*			
I am willing to make personal or group sacrifices to meet a larger organizational goal (SM2)	.841*	.708	.879	.794
I am always ready to grab opportunities (SM3)	.870*			
Social Skills				
I lead by example (SS1)	.804*			
I acknowledge the need for change (SS2)	.833*	.681	.865	.765
I handle tense situations with diplomacy (SS3)	.838*			
Consciousness				
In meetings or conversations, I observe and re-assess the situation (CO1)	.836*			
I listen deeply to both what is being said and what is not being said (CO2)	.793*	.636	.840	.715
In arguing or negotiating, I am able to see things from the other person's perspective, even when I disagree (CO3)	.762*			
Transcendence				
My daily spiritual practices such as prayer help me address life challenges (TR1)	.809*			
I seek to know what is logical and provable (TR2)	.853*	.682	.865	.767
I draw on deep trust or believe when facing day-to-day challenges (TR3)	.814*			
Job Efficiency				
I would always use various materials including video, audio and multimedia (EFF1)	.855*			
I let students have some control over their learning process (EFF2)	.870*	.693	.871	.780
I always finish my work on time (EFF3)	.768*			
Job Effectiveness				
After finishing a lesson, I review it (EF1)	.743*			
I always do the right thing in my work (EF2)	.757*	.569	.798	.722
My outputs always achieve my work target (EF3)	.762*			
Service Quality				
I perform services right the first time (SI1)	.824*			
I provide correct/accurate information to our students (SI2)	.858*			

I provide fast services to my students (SI3)	.815*	.693	.871	.780

*Note: AVE = Average Variance Explained; γ = Composite Reliability; α = Cronbach's Alpha; *p <.05.*

Table 2: HTMT Discriminant Analysis for First-Order Measurement Model

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
(1)	-									
(2)	.659	-								
(3)	.714	.646	-							
(4)	.753	.568	.728	-						
(5)	.597	.621	.687	.837	-					
(6)	.647	.654	.679	.679	.578	-				
(7)	.609	.532	.658	.809	.753	.674	-			
(8)	.694	.656	.739	.715	.737	.745	.589	-		
(9)	.513	.686	.731	.568	.805	.839	.616	.814	-	
(10)	.580	.497	.578	.648	.702	.693	.668	.778	.815	-

Note: (1) = Self-Awareness; (2) = Self-Regulation; (3) = Social-Awareness; (4) = Self-Motivation; (5) = Social-Skills; (6) = Consciousness; (7) = Transcendence; (8) = Job Efficiency; (9) = Job Effectiveness; (10) = Service Quality.

With satisfactory convergent and discriminant validities in the first-order model, Latent Variable Scores (LVS) for self-awareness, self-regulation, social awareness, self-motivation, and social skills can be used in the second-order model for assessing EI (refer to Table 3). The same method was applied to the teaching quality variable, utilizing LVS scores for job efficiency, effectiveness, and service quality. Notably, consciousness and transcendence mediator variables' items were retained in the first-order model at this stage. Table 3 shows that all items in the second-order model meet the .70 threshold for factor loading and criteria for Average Variance Explain (AVE), Composite Reliability, and Cronbach's Alpha. The results confirm acceptable unidimensionality validity, following established guidelines (Hair et al., 2017; Ong & Puteh, 2017).

Table 3: Convergent Validity for the Second-Order Measurement Model

Indicator	Loading	AVE	γ	α
Emotional Intelligence				
Self-Awareness[a]	.799*			
Self-Regulation[a]	.739*			
Social-Awareness[a]	.807*	.633	.896	.854
Self-Motivation[a]	.832*			
Social-Skills[a]	.797*			
Consciousness				
In meetings or conversations, I observe and re-assess the situation (CO1)	.832*			
I listen deeply to what is stated and what is implied (CO2)	.803*	.637	.840	.715
In arguing or negotiating, I am able to see things from the other person's perspective, even when I disagree (CO3)	.758*			
Transcendence				
My daily spiritual practices such as prayer help me address life challenges (TR1)	.827*			
I seek to know what is logical and provable (TR2)	.842*	.675	.862	.760
I draw on deep trust or believe when facing day-to-day challenges (TR3)	.796*			
Teaching Quality				
Job Effectiveness[a]	.885*			
Job Efficiency[a]	.871*			

Service Quality[a]		.873*	.768	.908	.850

*Note: [a]This is using Latent Variable Score estimation; AVE = Average Variance Explained; γ = Composite Reliability; α = Cronbach's Alpha; *p <.05.*

As for the discriminant validity in the second-order measurement model, each latent variable was discriminated against since each HTMT ratio value was below 90 (Table 4). Hence, the group of items that were used to measure the variable measured that variable and not another, according to Henseler et al. (2010).

Table 4: HTMT Discriminant Analysis for the Second-Order Measurement Model

	(1)	(2)	(3)	(4)
(1)	-			
(2)	.785	-		
(3)	.750	.617	-	
(4)	.843	.812	.874	-

Note: (1) = Emotional Intelligence; (2) = Consciousness; (3) = Transcendence; (4) = Teaching Quality.

4.3 Structural Model Analysis

The structural model analysis indicates that EI explains variance with the mediator variables of consciousness at 37.7% and transcendence at 36.9%. In the same way, the variables EI, consciousness, and transcendence were also able to explain about 84.9% variance with teaching quality, the dependent variable in this study. Regarding effect size and predictive relevance analysis, Table 5 demonstrates that EI has a large effect on consciousness and transcendence, although simultaneously has a small effect on teaching quality. The analysis also indicates that, in the same way, the transcendence mediator variable had a large effect on the dependent teaching quality variable. In contrast, consciousness only had a medium effect on this variable.

Table 5: Structural Model for the Second-Order Measurement Model

Path	β	t-statistic	p-value	95% BCa Bootstrap	f^2	q^2	Remark
EI→ TQ	0.177	3.152	<.01*	(0.066, 0.283)	.102	.099	Small
EI→ CO	0.614	9.288	<.01*	(0.461, 0.726)	.606	.584	Large
EI→ TR	0.607	9.732	<.01*	(0.463, 0.711)	.584	.501	Large
CO→ TQ	0.222	4.729	<.01*	(0.127, 0.309)	.198	.176	Medium
TR→ TQ	0.664	15.060	<.01*	(0.575, 0.746)	.804	.798	Large

*Note: EI = Emotional Intelligencet; CO = Consciousness; TR = Transcendence; TQ = Teaching Quality; β = Standardized Beta Coefficient; f^2 = Effect Size; q^2 = Predictive Relevance; [a]The bootstrap samples was 5000 samples; *p <.01.*

As for the causal analysis, Table 5 shows that all respective paths were positively and statistically significant at a minimum of 95% confidence level. All the t-statistic values were above the 5% significance level, with t-statistics of >1.96. Besides that, referring to the BCA Bootstrapping confidence interval analysis, the analysis also aligns with the t-statistical analysis, where the 95% confidence interval did not consist of zero value.

4.4 Mediating Analysis

The mediating analysis reported in Table 6 shows that simultaneously, consciousness and transcendence statistically mediated the relationship between EI and teaching quality. The indirect effect coefficient was significant at a 5% level of error (t-statistics > 1.96) and a 95% BCA Bootstrapping confidence interval, which did not include a zero value. Since the direct effect of EI on Teaching Quality was statistically significant, both mediator variables partially mediated the relationship between EI and Teaching Quality. Figure 1 and Figure 2 show the results of the PLS-SEM theory analysis.

Table 6: Indirect Effect Assessment

Indirect Path	IEC	t-statistic	p-value	95% BCa Bootstrap	Direct Path	Remark
EI→ CO→ TQ	0.136	4.112	<.01*	(0.078, 0.207)	E1 → TQ[a]	Partially
EI→ TR→ TQ	0.403	8.648	<.01*	(0.316, 0.497)		Partially

*Note: EI = Emotional Intellilence; CO = Consciousness; TR = Transcendence; TQ = Teaching Quality; IEC = Indirect Effect Coefficient; [a]The direct path is significant; *p <.01.*
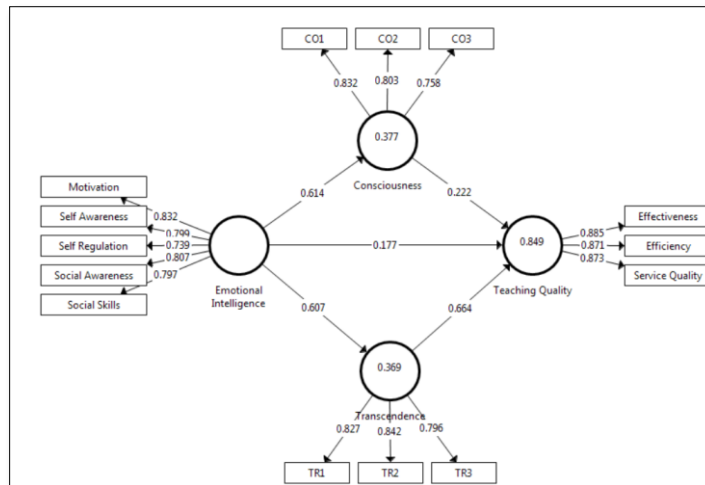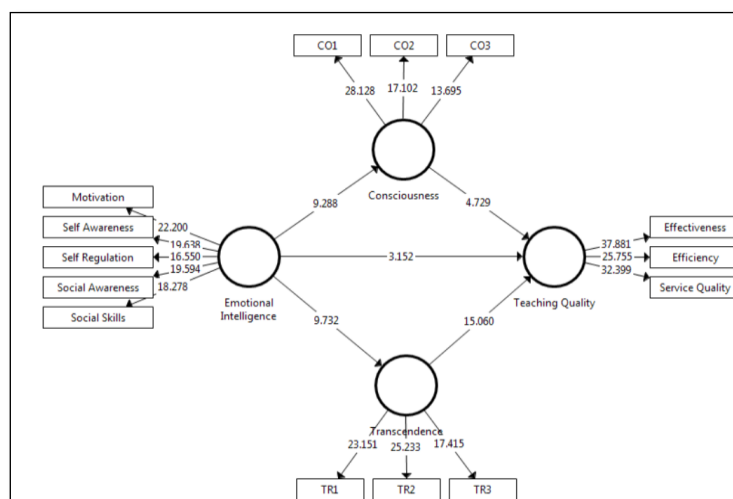
Figure 1: PLS-SEM Theory Analysis

Figure 2: PLS-SEM Theory Analysis

The analysis reveals that an increase in average EI levels corresponds to higher average levels of consciousness and transcendence. Both indirectly contribute to elevating teaching quality. Simultaneously, the rise in EI directly enhances teaching quality. The most influential factor in improving teaching quality is the academic's transcendence value, evidenced by the highest Standardized Beta Coefficient. Consciousness follows with significant influence, and EI ranks third in impact. EI is crucial in increasing average levels of consciousness and transcendence, evidenced by its high Standardized Beta Coefficient concerning teaching quality.

5.0 Discussion and Conclusion

The retrospective analysis of this study corroborates the theoretical framework proposed by Tischler et al. (2002), shedding illuminating insights on the substantial mediating role of SI, mainly through its dimensions of consciousness and transcendence. This finding not only solidifies SI's pivotal role but also elucidates how it shapes the intricate connection between EI and the quality of teaching. This alignment with prior research, including studies by Aggarwal (2013), Lee et al. (2023), Saad et al. (2019), and Tee et al. (2023), underscores the consistent emphasis on the positive impact of EI, consciousness, and transcendence on individual lecturer's work performance.

In Malaysia, where transcendence carries profound cultural significance, there is a compelling argument for integrating religious values into teacher training programs to nurture high-quality educators. The roles of consciousness and transcendence as intermediaries, highlighted by Dar and Khan (2018), Rodríguez-Carrillo et al. (2022), and Wang et al. (2023), deepen our comprehension of how an academician's EI influences teaching quality within this unique setting. This nuanced understanding emphasizes that effective teaching transcends mere cognitive prowess, advocating for the infusion of spiritual values into teacher training to equip educators for the evolving educational landscape.

Transcendence and heightened consciousness emerge as pivotal factors in shaping the interplay between EI and the service quality provided by lecturers, fostering deeper empathetic connections and contributing to a more enriching educational experience overall. By integrating consciousness and transcendence as mediating factors, educators can align their practices with psychological principles, thereby enhancing the learning journey by cultivating EI and implementing purposeful teaching methodologies. Nevertheless, a notable limitation of this study lies in its reliance on self-reported measures of EI and SI among lecturers, potentially introducing biases into the findings. Future research endeavors should seek to enhance validity by incorporating diverse data sources, including student perspectives on the teaching quality of their lecturers. These interventions have the potential to significantly impact the overall learning experience and contribute to the advancement of educational practices in the context of higher education institutions, including in the public universities. Despite this limitation, the study underscores a promising pathway for targeted interventions within educator training programs, with the potential to exert a comprehensive influence on the overall learning experience and contribute significantly to the advancement of educational practices.

Acknowledgments

Paper Contribution to Related Field of Study

This study validates SI's pivotal role, emphasizing consciousness and transcendence, linking EI to teaching quality. It advocates integrating spiritual values into teacher training for nuanced understanding and suggests targeted interventions.

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