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## Moderating effect of emotional intelligence between idealized influence and intention to perform among academics in Malaysian research universities

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### Abstract

Academics encounter considerable challenges in higher education, necessitating a sophisticated approach to performance objectives, especially with emotional intelligence and the idealized influence of leaders. This study seeks to examine the impact of academic leaders' idealized influence on the performance intentions of their subordinates, together with the significance of emotional intelligence in these interactions. The research suggests that subordinates' performance intentions and leaders' idealized influence are affected by their emotional intelligence, according to attribution theory and social exchange theory. Three hundred eighty-six questionnaires were gathered from five research universities in Malaysia, and the hypotheses were evaluated using partial least squares-structural equation modeling. The study revealed that emotional intelligence affects the relationship between subordinates' intention to perform and leaders' idealized influence.

**Keywords:** Academics, Emotional intelligence, Idealized influence, Intention to perform, Sustainable education.

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**Transparency:** The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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### 1. Introduction

East Asian countries and regions have implemented substantial educational reforms since the mid-1990s in an effort to improve their competitiveness and meet the challenges presented by globalization and the knowledge-based economy of the twenty-first century [1-4]. Moreover, the forefront is characterized by a notable inclination toward transformation [5]. They are tackling global challenges, including the reduction in public financing for higher education Calkins et al. [6]. Ungar [7] asserts that systemic changes are often deliberate, since educational frameworks are perpetually refined to

improve their efficacy [8, 9]. Transformational leadership correlates with increased academic achievement [10]. Emotional intelligence (EI) has garnered the attention of management scholars investigating its effects on leadership and organizational effectiveness [11-15]. Emotional intelligence (EI) continues to be a topic of vigorous dispute owing to its inconsistent findings [16]. Research demonstrates a favorable association between work performance and emotional intelligence (EI) [17, 18]. This association includes improved leadership efficacy [19]. Conversely, several investigations [20-22] have not identified any significance. The evolving character of knowledge expansion warrants this assertion; nevertheless, an impartial literature assessment on emotional intelligence and leadership is anticipated to produce more substantial advantages for future study and its ramifications [1]. A 2020 study from the Malaysian Ministry of Higher Education revealed that public institutions had financial limitations, impeding their capacity to recruit elite talent and provide resources for research and development. According to a Malaymail article dated April 5, 2023, some academics are experiencing significant exhaustion owing to their extensive workload, which includes not only the required topics but also obligatory administrative responsibilities that exacerbate their burden. In March 2020, Universitas 21 (U21) published a poll evaluating higher education in 50 nations. The study evaluated grants and other educational funding techniques in relation to anticipated outcomes in publishing, research, and the employment of university graduates. From 2016 to 2020, Malaysia's resource rankings were: eleventh in 2016, twelfth in 2017, seventeenth in both 2018 and 2019, and fifteenth in 2020. Malaysia designates a greater share of its budget to education than Japan, Korea, and Australia. Malaysia's university rankings have deteriorated, with standings of 39th in 2018, 42nd in 2019, and 45th thereafter. It is ranked 45th in the 2020 standings. The university's performance does not accurately align with the investment made; furthermore, current digitalization status and adopting new technology will add more challenges [23].

## **2. Literature Reviews**

### *2.1. Attribution Theory*

Ajzen and Fishbein [24] formulated the Theory of Reasoned Action, which serves as the basis for the Theory of Planned Behaviour (TPB). The Theory of Planned Behaviour posits that an individual's actions are indicative of their intentions to execute them. While the emotional response assesses purpose and behaviour, the Theory of Planned Behaviour (TPB) inadequately accounts for emotions. Vollenwyder et al. [25] assert that the Theory of Planned Behavior (TPB) inadequately elucidates the "origins of salient beliefs," despite its capacity to explain their effect on intention and conduct. This analysis indicates that the "origins of beliefs" stem from leaders' emotional intelligence and their idealized persuasive effect. The Theory of Planned Behavior (TPB) inadequately addresses phenomena due to the prevalence of impulsive conduct among individuals [26-28]. Regrettably, there is a dearth of empirical studies regarding academic leaders' perceptions of their subordinates' intentions, especially in the context of attribution theory. Hair et al. [29] illustrated through attribution theory, affective elements and emotions significantly influence attributions and behaviors. Attribution theory elucidates affective reactions that shape attitudes and their antecedents [24]. Attribution delineates the causal link and influences emotional reactions and behaviours, as posited by Walter et al. [30] and Mérida-López and Extremera [31].

### *2.2. Social Exchange Theory*

According to social exchange theory (SET), the advantages for both parties are reduced if only one party considers the expected returns. A core principle of the concept is this: subordinates who perceive academic leaders' idealized influence positively will form a good impression of them and be encouraged to perform well. Subordinates are inclined to fulfill their duties efficiently while maintaining a cheerful demeanor, according to Cropanzano and Mitchell [32]. It is important to acknowledge that SET incorporates emotional aspects and connections alongside monetary factors. According to the theories of Meira and Hancer [33] and Van Knippenberg et al. [34] when managers show care for their employees, the employees may see a reciprocal duty in the exchange relationship, which might lead to a sense of commitment on their part. The SET posits that academic leaders must direct their subordinates towards excellence by providing a robust foundation characterized by influence and support. When leaders exhibit compassion and concern for their subordinates, the subordinates possess a moral obligation to reciprocate. This study's findings, based on Social Exchange Theory (SET), suggest that a leader fosters idealized influence in followers and motivates subordinates to enhance their performance.

### *2.3. Emotional Intelligence*

"Set of interrelated abilities at the interface of emotion and cognition, including perceiving, understanding, using, and managing emotions" is how Lopes [35] defines emotional intelligence (p. 316). According to Walter et al. [30] emotional intelligence has garnered substantial attention in the field of social behaviour research. This is mostly due to its correlation with leadership effectiveness and demeanour. Erkutlu and Chafra [36] discovered that leaders with elevated emotional intelligence are more adept at recognizing the essential requirements of their followers, demonstrating attentiveness to those needs, and responding suitably to them. Cherniss and Roche [37] asserts that the performance of persons under your supervision may be improved via the use of transformational leadership and the development of emotional intelligence. The correlation between the emotions of academic personnel and their professional duties is still a topic of significant ambiguity [38-40]. Indicate that a growing body of research investigates the significant impact of emotional intelligence on results in personal and professional contexts.

#### 2.4. Idealized Influence

Leaders often utilise persuasive techniques as a component of their leadership approach Yukl [41]. Dionne et al. [42] characterise idealised influence as a leader's ability to inspire people to establish and achieve elevated objectives through the provision of a clear vision. Investigations on idealised influence have profoundly influenced methods for inspiring and motivating subordinates to achieve organisational objectives via shared values, vision, and purpose [18, 43]. Moreover, Judge and Piccolo [43] discovered that idealized influence has the most substantial and persistent correlations with other criterion variables relative to other components. Leaders possessing elevated emotional intelligence exemplify behavior that inspires trust and appreciation among their subordinates. Trust and respect are fundamental elements of idealized influence, as stated by Md-Nawi et al. [44].

#### 2.5. Intention to Perform

As a result of the appraisal process, this research defines intents as "a collection of goal representations or mental schemas focused on satisfying the appraiser's senses and desires" [45]. Consequently, the intended aim of an activity may require elucidation through the underlying motive and rationale Bautista et al. [46]. Raman et al. [47] and Zigarmi and Roberts [48] assert that the concept of "intention to perform" is the most underexplored in the literature on organisational and leadership studies. It must also elucidate the cognitive perspective or the aim itself.

### 3. Present Study

#### 3.1. Idealized Influence and Intention to Perform

Social exchange theory, Cropanzano and Mitchell [32] suggests that employees who adhere to the reciprocity norm and exhibit pro-social behavior in support of their leaders and organization may achieve favorable outcomes. The study hypotheses may be developed by operationalizing the relationship between idealized influence and performance intention within the foundational theoretical framework of social exchange theory. The assumptions are supported with fundamental hypothetical assertions, a method commonly utilized in the field O'Leary [49]. Raman et al. [47] define intention to perform as a circumstance when an individual's propensity to engage in a certain behavior substantially affects the execution of that behavior. Egheosasa et al. [50] assert that idealised influence strategies collectively impact employees' job satisfaction and aspirations. Research conducted by Jerobon et al. [51] demonstrates that idealised influence is a robust predictor of employee performance. Offering subordinates a justification for their performance is logical for improving job efficiency, considering the limited data on the impact of idealised leadership on performance [47]. Consequently, the subsequent hypothesis is posited:

*H<sub>1</sub>: Leaders' idealized influence is positively related to subordinate's intention to perform*

#### 3.2. Idealized Influence and Emotional Intelligence

Dionne et al. [42] defined idealized influence as a form of leadership focused on developing and articulating a shared vision, establishing high aspirations, and motivating individuals to rise above their personal interests in the pursuit of collective goals. Salovey and Mayer [52] propose that emotional intelligence, as a facet of social intelligence, is characterized by the capacity to recognize, evaluate, and distinguish between personal emotions and the emotions of others. This information could subsequently be employed to influence a person's behavior and thought processes. The relationship between emotional intelligence and transformational leadership, as observed by Chan et al. [53] and Ma and Chang [54] continues to be a subject of ongoing analysis. A comprehensive understanding of the components of emotional intelligence and transformational leadership highlights the necessity for further research. Raman et al. [47] indicate that the presence of idealized influence behaviors in organizational leaders correlates with an increase in emotional intelligence among their subordinates. The research on the unique characteristics of transformational leadership and emotional intelligence is scarce. The following hypotheses are presented in light of the research on potential connections between idealized influence and emotional intelligence in the academic setting.

*H<sub>2</sub>: Leaders' idealized influence is positively associated with leaders' emotional intelligence.*

#### 3.3. Emotional Intelligence and Intention to Perform

Emotional intelligence encompasses the capacity to identify, comprehend, and regulate both personal emotions and the emotions of others, as articulated by Checa and Fernández-Berrocal [55], Muiya and Kacirek [56] and Salovey and Mayer [52]. According to the findings of Nelson and Low [57], Shuck and Herd [58] and Yukl and Mahsud [59], emotional intelligence is identified as a fundamental element influencing leadership, achievement, and personal development. Given that this area of research is still developing, further investigation is essential to comprehensively grasp the connection between the emotional intelligence of academic leaders and the motivation of their subordinates to perform [47]. In a similar vein, Koronios et al. [60] noted a continuing deficiency in information and findings related to employee performance and emotional intelligence. Conversely, Vollenwyder et al. [25] as referenced by Koronios et al. [60] highlight the negative impact that insufficient understanding of the task's purpose (predetermined action) has on work performance. This investigation primarily focuses on the relationship between academic leaders' emotional intelligence and the performance objectives of their subordinates. The influence of emotional intelligence on individuals' emotions is significant [61]. As a result, the following hypothesis is proposed: leaders' emotional intelligence positively influences subordinates' intention to perform.

### **3.4. Idealized Influence, Emotional Intelligence, and Intention to Perform**

It has been demonstrated by Mahdinezhad et al. [62] that the relationship between conduct and ability Love [63], leadership and inventive behaviour [54] and transformational leadership and leader performance are influenced by emotional intelligence. The connection between idealized influence and performance intention remains unexplored regarding the mediating role of emotional intelligence. Koronios et al. [60] indicate that further research is necessary to explore the connection between emotional intelligence and the various components of transformational leadership. Therefore, it is essential to examine the role of emotional intelligence in moderating the connection between performance intention and idealized influence. Considering the limited research on how emotional intelligence moderates the relationship between intention to perform and idealized influence, an inferential approach could provide a deeper understanding of the connection between these two variables. Numerous studies investigating the impact of emotional intelligence on outcomes reveal a clear correlation between the two domains [64]. This research suggests that emotional intelligence could impact subordinate performance by modifying their intention to perform. Nonetheless, the workplace persists in demonstrating a lack of resilience. Based on the method inferred, the following hypotheses are put forth:

*H<sub>4</sub>: Leaders' emotional intelligence will moderate the relationship between leaders' idealized influence and intention to perform among academics.*

## **4. Method**

The study's data was sourced from five separate public research institutes in Malaysia. The institutions include Universiti Malaya, Universiti Sains Malaysia, Universiti Kebangsaan Malaysia, Universiti Putra Malaysia, and Universiti Teknologi Malaysia. All responders are full-time academic staff at these universities. Determining the sample size is essential prior to the broad applicability of the study's results. The Krejcie and Morgan [65] guideline was utilised to determine the appropriate sample size for this investigation [66]. Numerous social science scholars have adopted this suggestion throughout the years. Seven hundred fifty surveys were sent, resulting in the collection of 386 valid questionnaires, which corresponds to a 51.4 percent response rate. This study employed quota sampling, a non-probability selection approach, to guarantee equitable representation of selected academics and communities from five public research institutes. A preliminary remark accompanied the questionnaire to ensure optimal data classification and integrity [67].

### **4.1. Sample**

The sample consisted of 386 individuals, including 148 men (38.3%) and 238 women (61.7%). A total of eleven percent of the respondents identified as heads of department (HOD), while three percent were deputy deans. Additionally, seven percent held the position of heads of programs, and a significant 76.9% occupied non-administrative roles. A permanent job is held by 98.7% of the respondents.

### **4.2. Instrumentation**

#### **4.2.1. Intention to Perform**

Five elements were evaluated to determine the intention to execute. These encompassed inquiries on exerting effort, delivering optimal services, achieving success, executing duties, and attaining objectives. These items were created based on the measurements conducted by Zigarmi and Roberts [48]. Participants utilized a five-point Likert scale to express their level of agreement or disagreement with each statement. Five points indicated strong agreement, but one point signified extreme disagreement.

#### **4.2.2. Idealized Influence**

Nineteen questions, adapted from the work of Edwards et al. [68], were employed to evaluate idealized influence. Questions emerged regarding the leaders' integrity, selflessness, commitment, ethical principles, and reliability. Furthermore, the evaluation inquired about their willingness to sacrifice and demonstrate selflessness. Participants provided their levels of agreement or disagreement on each subject by utilizing a Likert scale ranging from 1 to 5, with 5 representing strong agreement and 1 denoting strong disagreement.

#### **4.2.3. Emotional Intelligence**

The participants were requested to articulate their sentiments on the four components of emotional intelligence: self-emotional intelligence of the immediate superior (SEL), others' emotional evaluation (OEA), use of emotion (UOE), and regulation of emotion (ROE). Participants were asked to evaluate their degree of agreement or disagreement with each item. The emotional intelligence scale consisted of sixteen items devised by Wong and Law [69].

## **5. Data Analysis**

The research involved testing the hypothesis through the utilization of SPSS for data input and the application of partial least squares structural equation modeling (PLS-SEM). This study examines three specific dimensions: emotional intelligence (EI) as a foundational concept, intention to perform (ITP), and idealized influence (II). PLS-SEM is appropriate for this empirical investigation due to the nature of emotional intelligence as a higher-order reflective-formative concept. Jarvis et al. [70] assert that the four components of emotional intelligence, perceiving, using, understanding, and regulation, are distinct and not interchangeable. Each component's item scores are anticipated to distinctly enhance the overall understanding of emotional intelligence.

## 6. Results

The utilization of self-reported data by researchers increases the potential for common method bias. This study indicated a measurement of 30.536 percent of the total variance; however, Podsakoff et al. [71] set a 50% threshold for common procedural bias. The issue of common method bias has been overlooked. Table 1 presents the findings of the measurement model, indicating that all loadings surpass the 0.70 cutoff value established by Hair et al. [29]. Every component demonstrates a composite reliability score (CR) exceeding 0.7 and an average variance extracted (AVE) greater than 0.5 [72]. Consequently, convergent validity has been established. The Variance Inflation Factor (VIF) is typically expected to be below five [29]. The VIF values for OEA, ROE, SEL, and UOE are presented in Table 2 with respective values of 3.169, 3.094, 2.972, and 3.905. The inner VIF scores for idealized influence and second-order emotional intelligence are both 3.408. The analysis indicates that the first and second-order VIF values do not reveal any issues related to collinearity. Discriminant validity was utilized to confirm that each concept is distinct. Discriminant validity is at risk when the HTMT value exceeds 0.85 [73] or 0.90 [74]. Table 3 indicates that all components fell short of the 0.85 criterion. This study demonstrates that discriminant validity was present across all categories, despite the majority of the items within the constructs not assessing each other.

**Table 1.**  
Results of measurement model analysis (Reliability of Constructs).

Items	Loadings	Cronbach's Alpha	rho_A	CR	AVE
II10	0.862	0.978	0.980	0.980	0.780
II11	0.898				
II12	0.877				
II13	0.899				
II15	0.910				
II16	0.904				
II17	0.898				
II18	0.868				
II19	0.862				
II5	0.830	0.978	0.979	0.983	0.919
II6	0.886				
II7	0.870				
II8	0.900				
II9	0.897				
ITP1	0.940				
ITP2	0.980				
ITP3	0.975				
ITP4	0.934				
ITP5	0.963				
OEA1	0.836	0.941	0.953	0.958	0.852
OEA2	0.952				
OEA3	0.951				
OEA4	0.948				
ROE1	0.945	0.934	0.939	0.953	0.835
ROE2	0.936				
ROE3	0.864				
ROE4	0.907				
SEL1	0.887	0.934	0.937	0.953	0.835
SEL2	0.922				
SEL3	0.939				
SEL4	0.908				
UOE1	0.935	0.939	0.942	0.957	0.846
UOE2	0.880				
UOE3	0.930				
UOE4	0.933				

**Table 2.**

Collinearity Assessment, VIF and Outer Weights Values of second-order construct (formative).

Second Order Construct	First Order Construct	Weights	Measure Type	t-Value	p-value	VIF
Emotional Intelligence	OEA	0.164	Formative	2.830	0.002	3.169
	ROE	0.408		6.192	0.000	3.094
	SEL	0.146		2.632	0.004	2.972
	UOE	0.377		5.300	0.000	3.905
EI		0.659		11.299	0.000	3.408
II		0.207		3.498	0.000	3.408

**Table 3.**

Results of (HTMT) ratio (For the First-Order Construct).

	II	ITP	OEA	ROE	SEL	UOE
II						
ITP	0.770					
	CI.90 (0.095,0.319)					
OEA	0.780	0.715				
	CI.90 (0.114,0.387)	CI.90 (-0.156,0.094)				
ROE	0.810	0.811	0.769			
	CI.90 (0.203,0.425)	CI.90 (0.157,0.414)	CI.90 (0.037,0.308)			
SEL	0.734	0.745	0.812	0.765		
	CI.90 (-0.027,0.190)	CI.90 (0.038,0.271)	CI.90 (0.238,0.454)	CI.90 (0.116,0.371)		
UOE	0.814	0.823	0.828	0.850	0.814	
	CI.90 (0.142,0.376)	CI.90 (0.184, 0.429)	CI.90 (0.233,0.549)	CI.90 (0.479,0.723)	CI.90 (0.697,0.813)	

This study analyzed the components of the overall measuring paradigm, which included emotional intelligence, idealized influence, and performance desire. The values of dG and dULS, as indicated in Table 4, are 0.006 and 0.002, respectively. The observed resonance suggests a strong alignment between the measurement model and the data [75]. The NFI and the SRMR are recorded at 0.01; however, the NFI stands at 0.994. This indicates that the measurement model aligns well with the data collected for this study, as it exceeds 0.90 yet remains below the threshold of 0.08 [76].

**Table 4.**

Model Fit.

	Saturated Model	Estimated Model
SRMR	0.01	0.01
d_ ULS	0.002	0.002
d_ G	0.006	0.006
Chi-Square	12.741	12.741
NFI	0.994	0.994

This investigation's conceptual framework outlines three direct relationships. Table 5 and Figure 2 illustrate a notable relationship between idealised influence and emotional intelligence ( $\beta = 0.841$ ,  $p < .001$ ). As a result, the initial hypothesis has been validated. The findings indicate that Hypothesis 2 is substantiated by a notable correlation between the intention to accomplish and emotional intelligence, with a coefficient of  $\beta = 0.659$  and a significance level of  $p < .001$ . The correlation between performance intention and idealised influence was found to be significant ( $\beta = .207$ ,  $p < .001$ ). Consequently, Hypothesis 3 has been confirmed. Table 5 presents the calculations of the coefficient routes for this structural model. The results support all three hypothesized relationships or impacts of the study (H1, H2, and H3). The t-values for H1, H2, and H3 surpass 2.58 ( $p < 0.01$ ), demonstrating the significance of all three hypotheses.

This study evaluates the effect size ( $f^2$ ) to determine the relative contributions or strengths of the exogenous constructs in generating the R2 value for the endogenous construct. The standards established by Cohen in 1988 were utilized to assess the magnitudes of the effect sizes. The magnitudes of the effects are as follows: 0.02 (small), 0.15 (medium), and 0.35 (large). Table 5 presents the impact sizes ( $f^2$ ) of the findings, which forecast the intention to perform in relation to idealized influence and emotional intelligence. Emotional intelligence significantly impacts both idealized influence ( $f^2 = 2.408$ ) and intention to perform ( $f^2 = 0.432$ ). The relationship between II and ITP is minimal, as indicated by the value of  $f^2 = 0.042$ .

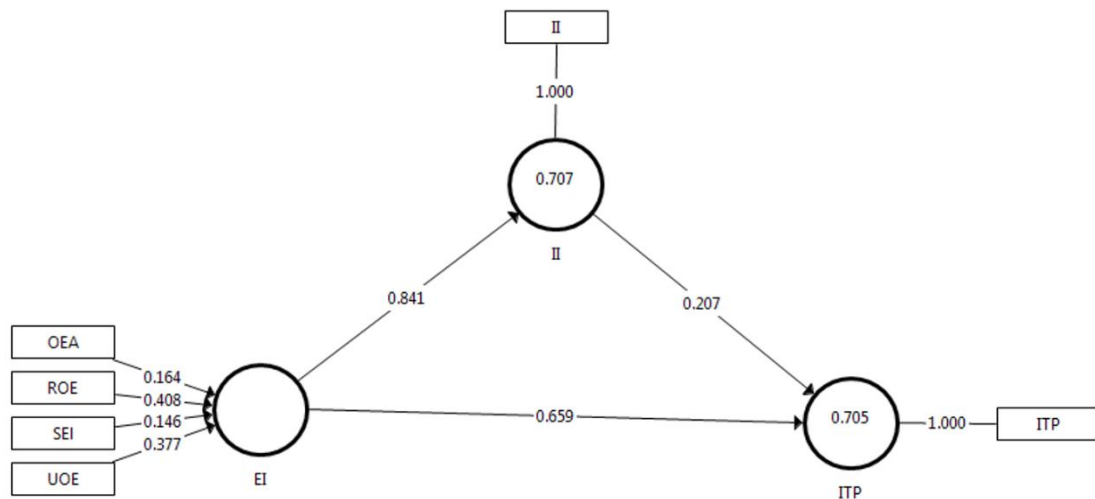
Chin [77] identified that the predictive sample reuse technique (Q2) serves as an effective method for assessing predictive relevance, even in instances where R-squared values are minimal. This investigation implemented Q2 and cross-validated redundancy, following the methodology outlined by Chin [77]. A Q2 value exceeding 0 signifies the model's predictive significance, whereas a value below 0 suggests a lack of predictive capability [78]. Table 5 presents the predictive relevance (Q2) values for idealized influence and desire to perform as 0.689 and 0.680, respectively, indicating that these variables demonstrate adequate predictive capability.

**Table 5.**

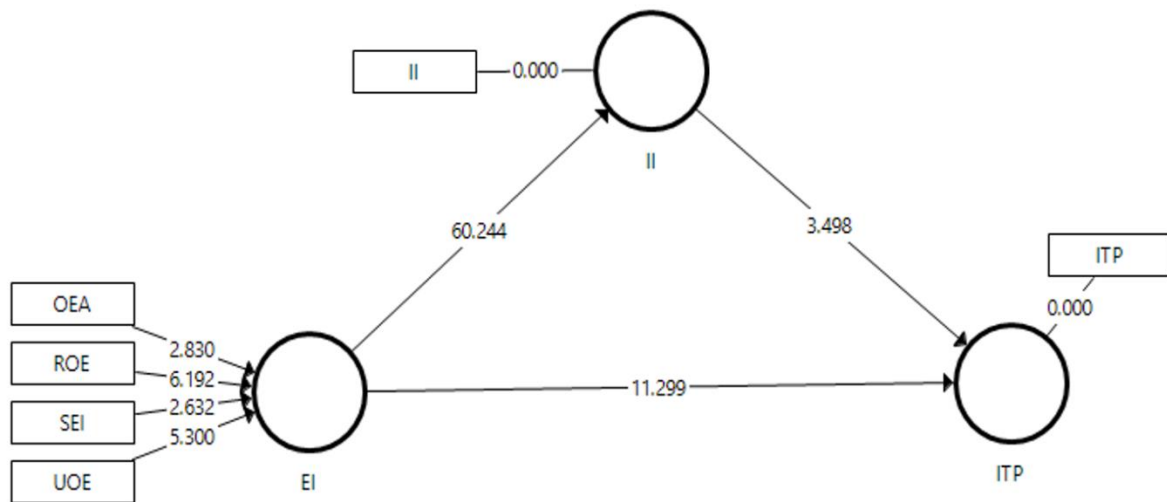
Hypothesis results.

Hypothesis	Beta Value	Std error	t-value	p-value	LL	UL	R <sup>2</sup>	f <sup>2</sup>	Q <sup>2</sup>	Decision
EI -> II	0.841	0.014	60.244***	0.000	0.813	0.860	0.707	2.408	0.689	Supported
EI -> ITP	0.659	0.057	11.299***	0.000	0.553	0.746	0.705	0.432	0.680	Supported
II -> ITP	0.207	0.058	3.498***	0.000	0.114	0.309		0.042		Supported

A high R-squared (R2) value indicates that the independent variable adequately explains the variation in the dependent variable. In criterion constructions, the R-squared serves as the measure of the coefficient of determination. An R-squared value of 0.75 signifies a robust relationship, while a value of 0.5 reflects a moderate relationship, and 0.25 denotes a weak relationship, as observed by Hair et al. [29]. The R-squared value for emotional intelligence stands at 0.705, as depicted in Figure 1. This suggests that emotional intelligence and idealised influence could account for 70.5% of the variance in the intention to perform. An optimal R-squared is indicated by the theoretical influence R-squared value of 0.707. The variance in idealised influence can be attributed to emotional intelligence, accounting for 70.7% of the total variance observed. Consequently, the intention to perform elucidates merely 29.5 percent of the variables, whereas idealised influence represents a similar 29.3 percent.



**Figure 1.**  
Second order Measurement Model.



**Figure 2.**  
Structural Model.

**Table 6.**

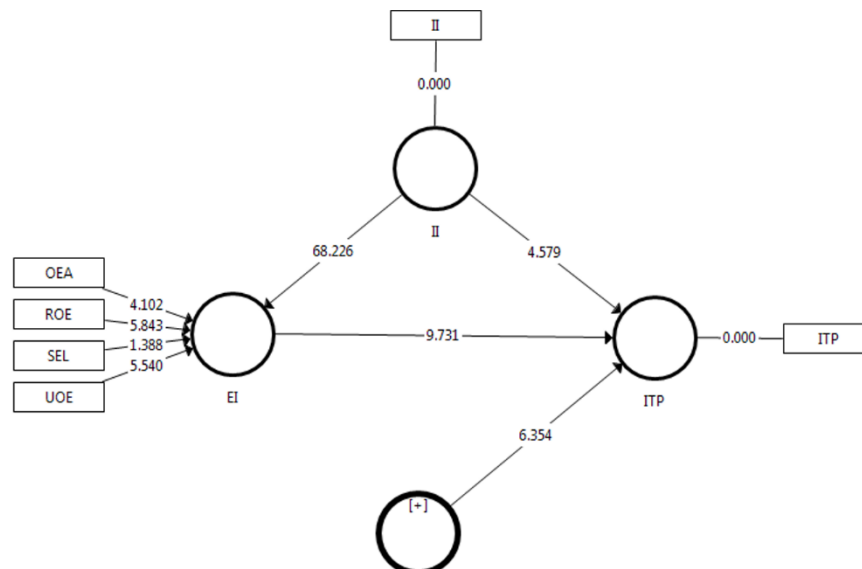
Interaction effect of emotional intelligence.

Hypothesis	Beta Value	Std. Error	t- value	p- Values	LL	UL	Decision
$EI \times II \rightarrow ITP$	-0.229	0.036	6.354	0.000	-0.286	-0.167	Supported

Note: Significant level \*  $p < 0.05$ , \*\*  $p < 0.01$  \*\*\*  $p < 0.001$

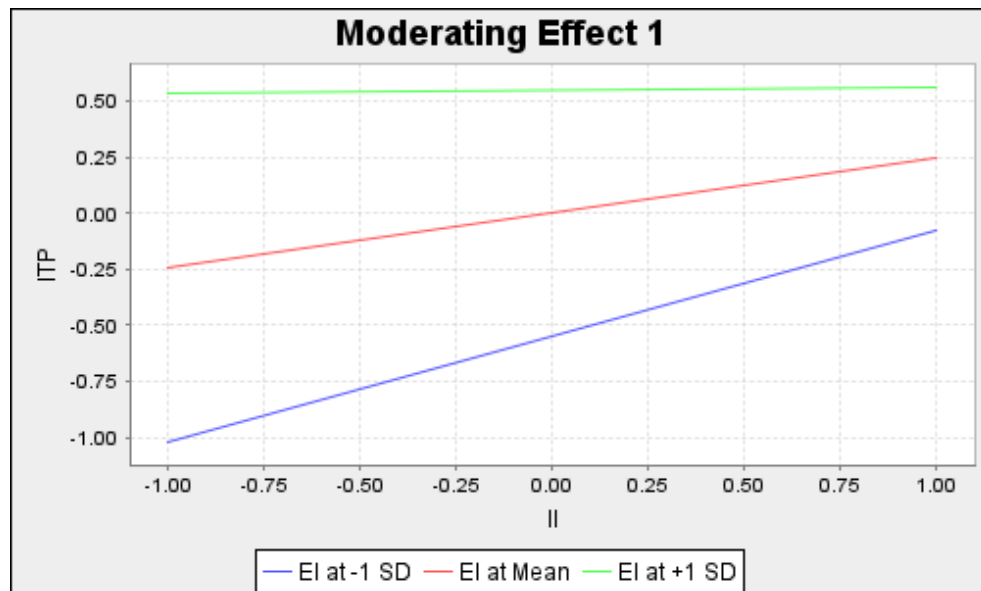
EI= Emotional intelligence, II= Idealized influence, ITP=Intention to perform.

The results illustrated in Table 6 and Figure 3 clearly demonstrate the interaction effect, with a coefficient of  $\beta = -0.229$  and a p-value of 0.000. This suggests that emotional intelligence plays a moderating role in the relationship between idealised influence and the motivation to perform. The process of analysing moderation plots involves interpreting the value of the slope gradient. Figure 4 illustrates the characteristics of the relationship by presenting values that fall within one standard deviation of the averages for idealised influence and emotional intelligence. The findings suggest that a subordinate's motivation to perform is diminished by idealised influence when their emotional intelligence is at a lower level (the lower line). As a result, one can deduce that leaders with elevated emotional intelligence demonstrate a stronger commitment to performance, given their heightened awareness of their influence on themselves. Additionally, this reinforces the fourth hypothesis, which suggests that emotional intelligence serves as a mediator between the will to perform and idealised influence.



**Figure 3.**  
Moderating path coefficient.





**Figure 4.**  
Interaction effect of emotional intelligence.

## 7. Discussion

The principal objective of this study was to ascertain the correlation between subordinates' performance objectives and leaders' idealized influence. The partial least squares analysis corroborates the study's initial hypothesis, demonstrating a significant positive correlation between the idealized influence of academic leaders and the accomplishment motivation of their subordinates. Social exchange theory posits that leaders must evaluate the anticipated future benefits for their followers, since their activities foster a mutually advantageous relationship [79]. The reciprocal connections inherent in social exchange theory [79, 80] may elucidate the connection between idealised influence and the motivation to perform. Per the social exchange theory [79] and the "principles of reciprocity" [81] followers are encouraged to reciprocate the favors of academic leaders by engaging in cognitive, emotional, and physical activities that enhance performance.

The second phase of the study investigated the relationship between leaders' idealized influence and emotional intelligence. The results of the PLS analysis revealed a positive correlation between the idealized impact of academic leaders and their emotional intelligence. Kim and Kim [82] assert that leaders' commitment to universally accountable and responsive leadership principles substantiates the finding. This study indicates that the conceptualization of idealized influence implies emotional intelligence, since both notions embody the emotional intelligence attributes of leaders' idealized influence [47, 83]. Thirdly, attribution theory asserts that individuals discern the motivations behind others' actions and assign one or more causes to those actions, which is pertinent to the correlation between leaders' emotional intelligence and their subordinates' performance intentions [84, 85]. Attribution theory may also be employed to infer the emotions of others [79]. The attribution process starts with the observation of academic leaders' emotional intelligence competencies, which influence followers' favorable or unfavorable evaluations. Attribution theory posits that individuals' emotions and behaviors alter upon the provision of a causal explanation [86]. The study's findings suggest that emotional intelligence influences the idealized effect of leaders on the performance objectives of their subordinates in academia. This indicates that the presence of emotional intelligence may enhance the influence of idealized leadership on subordinates' motivation to perform. Academic administrators might enhance their performance objectives by including their personnel.

### 7.1. Theoretical Contributions

The attribution hypothesis posits that particular preconditions influence individuals' interpretations of events, hence impacting their objectives and outcomes. This imputation elicits an emotional response [87]. The results robustly endorse the idea that the emotional intelligence of academic leaders serves as a distinct predictor of performance intention, in accordance with attribution theory. This study supports the idea that the attribution-based conceptualization of intention to act provides an alternative to the positive antithesis perspective, despite its basis in intention theories. This study investigated the relationship of idealized influence among academic leaders, grounded in social exchange theory. This idea posits that when an individual demonstrates kindness, the recipient reciprocates, hence encouraging behavior that fulfills expectations of trust and influence [43]. Consequently, social exchange theory elucidates the correlation between the idealized impact of academic leaders and the performance aims of their subordinates. The study not only theoretically enhances the subordinate's inclination to read, but it also possesses considerable theoretical ramifications.

### 7.2. Implications for Practice

Subordinates' performance intentions are significantly predicted by their leaders' idealized influence and emotional intelligence, according to this study's results, which provide strong support for the theory. Institutions and policymakers must acknowledge this fact. Research institutions may find this advantageous as it recognizes that a leader's idealized influence and elevated emotional intelligence may enhance a subordinate's performance and objectives [88]. Therefore, it

is recommended that higher education institutions promote awareness of idealized influence and emotional intelligence abilities through organized conferences and seminars to improve understanding and emphasize their significance. The selection process requires improvement, especially regarding the assessment of leaders' emotional intelligence, which might be facilitated by using a cognitive exam [89-91]. Personality tests [81] reveal that a leader's agreeableness reflects their reliability, collaboration, sociability, and conformity. Attributes like credibility and amiability reflect the altruistic dimension of idealized influence [89, 90]. Public research universities may adopt training as a supplementary approach to augment their leaders' emotional intelligence competencies and idealized impact characteristics. Emotional intelligence is an essential element of effective leadership in the context of Education 4.0 and requires further emphasis in human potential development. This may be the ideal time for HR leadership to explore how Education 4.0 expands diverse novel concepts and fields of expertise. The development of human potential and skills is experiencing a profound upheaval.

## 8. Conclusion

This study provides valuable insights into ongoing research regarding the conceptualization of intention to perform emotional intelligence and idealized influence. The investigation reveals that followers exhibit no negative cognitive beliefs about their motivation to perform when their leaders display competence, trustworthiness, and empathy. Followers perceive their leaders as possessing significant emotional intelligence and idealized influence. The investigation demonstrates that followers feel a sense of obligation to their leaders, which can be attributed to the leaders' competence, reliability, and politeness. These experiences of idealized influence drive subordinates to fulfill their responsibilities by improving their cognitive, emotional, and physical involvement with the task, especially regarding the intention to execute planned behavior.

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