

DEAR PARTICIPANT

I am a student at the University of KwaZulu-Natal (UKZN) pursuing my Doctorate of Philosophy degree in the School of Management, Information Technology and Governance in the College of Law and Management Studies. Academia in higher learning institutions encounter many challenges be it new, changing, or uncertain. The unexpected rise of Covid-19 has presented ramifications for academics, which include amongst others: burnout, managing work-life balance, low morale, extended workloads, reshaping of work, and adjusting to the Fourth Industrial Revolution. Such disruption and changes to the status quo has evoked strong emotions comprising fear, anxiety, sadness and anger, which all correlate with a risk of ill health. It is the first time that academia in South Africa has experienced a sudden prolonged crisis in a form of a natural disaster altering every domain of their lives, without having adequate coping strategies in place.

A new perspective on how emotional intelligence can be a critical factor has emerged, thereby affecting a person's resilience during crises. Given the evolving situation of Covid-19 and limited research on how academia copes with negative emotional impacts during natural disasters, the research aims to investigate emotional intelligence as a tool for facilitating academics' resilience levels in response to Covid-19, so that appropriate coping strategies can be formulated.

Emotional intelligence is defined as the ability to “monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (Salovey & Mayer, 1990, p.189). Connor and Davidson (2003) define resilience as a set of qualities, resources or strengths that favour individuals to progress and cope successfully when facing adversity.

This study will allow key stakeholders to gauge a better understanding of how the relationship between emotional intelligence and resilience are vital for academics to perceive adversities positively, regulate unpleasant emotions, take charge of their lives and grow through sudden difficulties by providing them with coping strategies to thrive during Covid-19 and post-Covid-19.

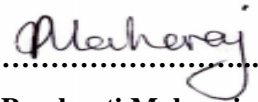
The questionnaire consists 4 sections:

- Section A: Biographical Data;
- Section B: Emotional Intelligence;
- Section C: Resilience;
- Section D: Emotional Well-being; and,
- Section E: Request for Additional Information.

As a participant you are assured of confidentiality and anonymity during this research. You are at liberty to withdraw from this study at any time. Should you require a copy of the outcome of the study or have any queries, feel free to contact me at 214534550@stu.ukzn.ac.za or my supervisor Dr. Anisha Ramsaroop at ramsaroopas@ukzn.ac.za or my co-supervisor Dr. Suresh Ramdial at ramdials@ukzn.ac.za.

Thank you in advance for your co-operation, contribution and taking the time to assist me in my educational endeavours.

Yours faithfully,

A handwritten signature in dark ink, appearing to read 'Prashanti Maharaj', written over a horizontal dotted line.

Prashanti Maharaj

PhD Candidate

Research Questionnaire: Assessing emotional intelligence for enhancing academic resilience during adversity: A study on the University of KwaZulu-Natal

SECTION A: BIOGRAPHICAL DATA

Please provide the following information by placing a [x] in the appropriate block.

This section aims to establish contextual information about you as an academic at UKZN.

1. Age

- | | |
|--------------|----------------------------|
| 20-29 | <input type="checkbox"/> 1 |
| 30-39 | <input type="checkbox"/> 2 |
| 40-49 | <input type="checkbox"/> 3 |
| 50-59 | <input type="checkbox"/> 4 |
| 60 and above | <input type="checkbox"/> 5 |

2. Gender

- | | |
|--------|----------------------------|
| Male | <input type="checkbox"/> 1 |
| Female | <input type="checkbox"/> 2 |

3. Race

- | | |
|----------|----------------------------|
| African | <input type="checkbox"/> 1 |
| White | <input type="checkbox"/> 2 |
| Coloured | <input type="checkbox"/> 3 |
| Indian | <input type="checkbox"/> 4 |
| Other | <input type="checkbox"/> 5 |

4. Marital Status

- | | |
|--------------------|----------------------------|
| Single | <input type="checkbox"/> 1 |
| Married | <input type="checkbox"/> 2 |
| Widowed | <input type="checkbox"/> 3 |
| Divorced/separated | <input type="checkbox"/> 4 |
| Prefer not to say | <input type="checkbox"/> 5 |

5. Your Highest Level of Completed Education

- | | |
|-------------------|----------------------------|
| Bachelor's Degree | <input type="checkbox"/> 1 |
| Honours Degree | <input type="checkbox"/> 2 |
| Master's Degree | <input type="checkbox"/> 3 |
| Doctoral Degree | <input type="checkbox"/> 4 |
| Other | <input type="checkbox"/> 5 |

5.1 Please specify your highest qualification completed if you have indicated 'other' in question 5.

6. Number of Years in the Institution

- | | |
|-------------|----------------------------|
| Less than 1 | <input type="checkbox"/> 1 |
| 1-3 | <input type="checkbox"/> 2 |
| 4-6 | <input type="checkbox"/> 3 |
| 7-9 | <input type="checkbox"/> 4 |
| Over 10 | <input type="checkbox"/> 5 |

7. Job Status

- | | |
|-----------------------|----------------------------|
| Professor | <input type="checkbox"/> 1 |
| Associate Professor | <input type="checkbox"/> 2 |
| Senior Lecturer | <input type="checkbox"/> 3 |
| Lecturer | <input type="checkbox"/> 4 |
| Junior Lecturer | <input type="checkbox"/> 5 |
| Below Junior Lecturer | <input type="checkbox"/> 6 |
| Other | <input type="checkbox"/> 7 |

7.1 Please specify your current appointment designation at UKZN if you have indicated 'other' in question 7.

8. Campus Site

- | | |
|------------------|----------------------------|
| Edgewood | <input type="checkbox"/> 1 |
| Howard College | <input type="checkbox"/> 2 |
| Medical School | <input type="checkbox"/> 3 |
| Pietermaritzburg | <input type="checkbox"/> 4 |
| Westville | <input type="checkbox"/> 5 |

SECTION B: EMOTIONAL INTELLIGENCE

Listed below are a series of statements that pertain to your emotions and reactions during Covid-19. Please indicate your level of agreement by circling the appropriate number against each statement:

- | | |
|----------------------|-----------|
| 1. Strongly disagree | SD |
| 2. Disagree | D |
| 3. Neutral | N |
| 4. Agree | A |
| 5. Strongly Agree | SA |

During Covid-19:	SD	D	N	A	SA
1. I encounter obstacles that allow me to remember times I encountered similar obstacles and overcame them.	1	2	3	4	5
2. Solving problems is easy for me when I am in a positive mood.	1	2	3	4	5
3. I motivate myself by imagining a good outcome to tasks I take on.	1	2	3	4	5
4. I help other people feel better when they are impacted upon psychologically.	1	2	3	4	5
5. I use good moods to persist in the face of obstacles.	1	2	3	4	5
6. Empathy benefits my well-being.	1	2	3	4	5
7. I know how to make my positive emotions last.	1	2	3	4	5
8. I sought out activities that make me happy.	1	2	3	4	5
9. I know why my emotions change.	1	2	3	4	5
10. I have control over my emotions.	1	2	3	4	5
11. Verbal cues of communication assist me in better understanding the emotional states of others.	1	2	3	4	5
12. Non-verbal cues of communication assist me in better understanding the emotional state of others.	1	2	3	4	5

During Covid-19:	SD	D	N	A	SA
13. I am aware of the non-verbal messages I send to others.	1	2	3	4	5
14. I can tell how people are feeling by listening to the tone of their voices.	1	2	3	4	5
15. It is difficult for me to understand why people feel the way they do.	1	2	3	4	5

SECTION C: RESILIENCE

Listed below are a series of statements that describe your perceptions of resilience during Covid-19. Please indicate your level of agreement with the following statements by circling the appropriate number against each statement:

- | | |
|----------------------|-----------|
| 1. Strongly disagree | SD |
| 2. Disagree | D |
| 3. Neutral | N |
| 4. Agree | A |
| 5. Strongly Agree | SA |

During Covid-19:	SD	D	N	A	SA
1. I can adapt when changes occur.	1	2	3	4	5
2. Past successes give me confidence in dealing with new challenges and difficulties.	1	2	3	4	5
3. Coping with stress makes me stronger.	1	2	3	4	5
4. I can bounce back after illness, injury, or other hardships.	1	2	3	4	5
5. I can handle unpleasant or painful feelings of sadness, fear, and anger.	1	2	3	4	5
6. I think of myself as a strong person when dealing with life's challenges and difficulties.	1	2	3	4	5
7. I give my best effort no matter what the outcome is.	1	2	3	4	5
8. I believe I can achieve my goals, even if there are obstacles.	1	2	3	4	5
9. When things look hopeless, I do not give up.	1	2	3	4	5
10. I am not easily discouraged by failure.	1	2	3	4	5
11. I feel in control of my life.	1	2	3	4	5
12. I have at least one close and secure relationship that helps me when I am stressed.	1	2	3	4	5
13. I know where to turn for help.	1	2	3	4	5

During Covid-19:	SD	D	N	A	SA
14. When there are no clear solutions to my problems, sometimes fate or God can help.	1	2	3	4	5
15. Good or bad, I believe that most things happen for a reason.	1	2	3	4	5
16. I have a strong sense of purpose in life.	1	2	3	4	5

SECTION D: EMOTIONAL WELL-BEING

Listed below are a series of statements that aim to assess your emotional well-being during Covid-19. Please indicate your level of agreement with the following statements by circling the appropriate number against each statement:

- | | |
|----------------------|-----------|
| 1. Strongly disagree | SD |
| 2. Disagree | D |
| 3. Neutral | N |
| 4. Agree | A |
| 5. Strongly Agree | SA |

EMOTIONAL WELL-BEING	SD	D	N	A	SA
1. Covid-19 will have a long-term negative impact on my emotional well-being.	1	2	3	4	5
2. I feel an increase in stress as a result of recent changes that have occurred in my work.	1	2	3	4	5
3. The changes at work impact my work-life balance.	1	2	3	4	5
4. I find it difficult to unwind due to my high stress levels.	1	2	3	4	5
5. I feel that I am using a lot of nervous energy.	1	2	3	4	5
6. I find it difficult to work up the initiative to do things during Covid-19.	1	2	3	4	5
7. I am not able to stop or control worrying.	1	2	3	4	5
8. I experience the emotion of fear during Covid-19.	1	2	3	4	5
9. I experience the emotion of sadness during Covid-19.	1	2	3	4	5
10. I experience the emotion of anger during Covid-19.	1	2	3	4	5
11. Initiatives from human resource management positively influence my emotional well-being.	1	2	3	4	5
12. Human resource management must be instrumental in incorporating emotional health into well-being policies.	1	2	3	4	5

13. Human resource management is proactive during the transition to emergency remote learning.	1	2	3	4	5
14. Work-from-home human resource management strategies improve my employee performance.	1	2	3	4	5
15. During Covid-19, human resource management supports employee participation in decision making and idea sharing.	1	2	3	4	5
16. Exercising helps me to cope during Covid-19.	1	2	3	4	5
17. Pursuing hobbies helps me to cope during Covid-19.	1	2	3	4	5
18. Being in nature helps me to cope during Covid-19.	1	2	3	4	5
19. I use technology to stay connected with my loved ones during Covid-19.	1	2	3	4	5
20. Employee Assistance Programmes enhance my emotional well-being during Covid-19.	1	2	3	4	5
21. I am aware of the negative impact that media sensationalism has on me during Covid-19.	1	2	3	4	5
22. I can do better things with my life post-Covid-19	1	2	3	4	5
23. I change my priorities about what is important in life during Covid-19.	1	2	3	4	5
24. I am stronger than I thought I was during Covid-19.	1	2	3	4	5
25. Covid-19 has a positive impact my post-traumatic growth.	1	2	3	4	5
26. I have a stronger religious faith during Covid-19.	1	2	3	4	5
27. I am appreciative about how wonderful and supportive people are.	1	2	3	4	5

SECTION E: REQUEST FOR ADDITIONAL INFORMATION

Listed below are a few short questions that aim to further yield more insight. This will highly assist in eliciting new trends pertaining to the research, since you are in a position to be a successful change agent for adding value to the body of knowledge thereby closing gaps relating to the research problem. Please read each question carefully and answer it without over thinking your response.

1. Name one significant management technique you utilised for helping you deal with your distressing emotions

- _____

2. Provide one permanent behavioural change that Covid-19 evoked in your personal and professional life.

- Personal: _____
- Professional: _____

3. Name two significant coping mechanisms that helped you cope during Covid-19.

- _____
- _____

4. What supportive role did HR facilitate during Covid-19?

5. Despite the negative outcomes of Covid-19, the pandemic was calling for radical creative shifts and a willingness to take risks to allow new patterns to emerge. Covid-19 brought many positive impacts such as but not limited to: healing of nature, heightened community spirit, bringing families closer and appreciation for our lifestyles (Channa, 2020; Kamdi & Deogade, 2020).

5.1 Name one positive outcome of how Covid-19 added value to your life.

- _____

6. The course of human history has been shaped by infectious diseases, and the current Covid-19 crisis certainly will not be the last time (Griffin & Denholm, 2020). In your view, what would be the top two skills needed to build resilience for thriving:

6.1 During Covid-19: _____

6.2 Post-Covid-19: _____

7. The Future of Jobs Report by The World Economic Forum (2018) ranks emotional intelligence in the top 10 in-demand skills to trend in 2022 onwards. Briefly outline in your opinion, how emotional intelligence will be a salient skill:

7.1 During Covid-19

7.2 Post-Covid-19

END OF QUESTIONNAIRE

THANK YOU