

EFFECTS OF EMOTIONAL INTELLIGENCE, SELF-EFFICACY, AND TEAMWORK ON TIMELY GRADUATION: MALIKUSSALEH UNIVERSITY MANAGEMENT STUDENTS, 2025

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Abstract

This study examines the effects of emotional intelligence, self-efficacy, and teamwork on timely graduation among Management Study Program students at Malikussaleh University for the 2025 period. A quantitative, cross-sectional survey was conducted with 144 respondents from a population of 224 students. The sample size was determined using the Slovin formula with a 5% error tolerance. Structured questionnaires were administered in June 2026, and the data were analyzed using multiple linear regression and partial significance tests. Emotional intelligence had a positive and significant effect on timely graduation ($B = 0.488$, $t = 7.390$, $p = 0.001$). Teamwork also had a positive and significant effect ($B = 0.428$, $t = 5.666$, $p = 0.001$). Self-efficacy had a positive but statistically insignificant coefficient ($B = 0.116$, $t = 1.659$, $p = 0.099$). The reported R^2 was 0.831, and the adjusted R^2 was 0.827. These findings highlight emotional management and effective collaboration as important factors supporting timely study completion. Academic support should strengthen emotional intelligence and teamwork while continuing to support students' confidence in their abilities.

Keywords: Emotional intelligence; Self-efficacy; Teamwork; Timely graduation.

INTRODUCTION

Higher education develops students' knowledge, professional skills, critical thinking, and capacity to respond to changing academic and social demands. Its success is reflected not only in academic grades but also in students' ability to complete the required stages of education within the planned period. Timely graduation therefore represents an important aspect of student achievement and the effectiveness of educational provision. Delays may create additional financial burdens, extend the time needed to enter employment, and indicate difficulties encountered during the learning process.

For students in the Management Study Program at Malikussaleh University, completing a degree requires the fulfillment of coursework, individual and group assignments, presentations, examinations, and a final thesis. These activities demand consistent effort, effective time management, and the ability to work with lecturers and peers. Differences in students' academic abilities, motivation, emotional responses, and social relationships may influence how successfully they progress through these requirements.

The thesis stage presents particular challenges because students must identify a research problem, review the literature, collect and analyze data, and respond to supervisory feedback. Repeated revisions, difficulties obtaining information, and uncertainty about research decisions can create pressure and delay progress. These circumstances make psychological and social factors relevant to understanding timely graduation, alongside the academic requirements of the degree. Timely study completion can benefit both students and the university. Students who finish according to their planned schedule can allocate their resources more efficiently and proceed to employment, further study, or professional development. For the institution, graduation timing provides information about the support available to students through teaching, academic services, learning facilities, and thesis supervision. Nevertheless, institutional support alone does not eliminate differences in how students manage personal pressures

and sustain their effort. The research therefore focuses on factors that operate through students' emotional, motivational, and collaborative experiences.

Emotional intelligence concerns recognizing and managing personal emotions, understanding the feelings of others, and maintaining constructive interpersonal relationships. A student who can manage disappointment after receiving an unsatisfactory grade or critical feedback may be better able to continue working toward academic goals. Emotional control and self-motivation are particularly relevant when thesis completion requires sustained effort over a relatively long period. These abilities can also support communication with supervisors and help students respond to advice without allowing frustration to interrupt their academic progress.

Self-efficacy refers to students' confidence in their ability to carry out the actions needed to achieve academic objectives. Students who believe they can solve difficult problems may be more willing to consult lecturers, locate additional references, revise their work, and persist after setbacks. Conversely, doubt about personal ability may encourage avoidance or postponement. However, confidence does not necessarily remove external constraints. The contribution of self-efficacy to graduation timing therefore requires empirical examination rather than an assumption that confident students will invariably graduate on time.

Teamwork represents the social dimension of the study. Although graduation is an individual achievement, students learn in an environment involving shared assignments, group discussions, academic organizations, and contact with lecturers. Clear responsibilities, communication, mutual trust, and support can make collective tasks more efficient. Peer interaction may also help students obtain academic information, exchange references, and maintain motivation during thesis preparation. Ineffective cooperation, unequal participation, and unresolved conflict may instead slow the completion of academic responsibilities.

The study brings these three dimensions together to examine timely graduation among Management Study Program students at Malikussaleh University for the 2025 period. The stated population comprised 224 students. Its objectives were to analyze the effects of emotional intelligence, self-efficacy, and teamwork individually on timely graduation. The expected contribution is a clearer understanding of psychological and social factors in educational settings, with practical relevance for academic guidance, student development, and the organization of collaborative learning.

LITERATURE REVIEW

Emotional Intelligence

Goleman (2021) describes emotional intelligence as a set of non-cognitive abilities that helps individuals respond effectively to environmental demands and pressures. The construct includes self-awareness, self-regulation, self-motivation, empathy, and social skills. Within higher education, these abilities relate to recognizing academic stress, controlling negative emotional responses, maintaining motivation, and building relationships with lecturers and other students.

Robbins and Judge (2022) emphasize the use of emotional information to guide thought and behavior. This study applies this perspective to students' ability to remain focused when they encounter demanding tasks, disappointing results, or repeated revisions. Emotional intelligence is thus expected to support consistent academic activity rather than merely describe a positive emotional state. Its five dimensions form the basis of the emotional-intelligence questionnaire used in this study.

Self-Efficacy

Self-efficacy is the belief that one can organize and carry out the actions required to achieve a particular result. Bandura (2020) links this belief to choices of action, the level of effort invested, and persistence when difficulties arise. In an academic setting, self-efficacy concerns confidence in understanding course material, completing assignments, conducting research, and fulfilling the requirements for graduation. Its principal dimensions are level, strength, and generality.

Level concerns confidence in tasks of differing difficulty; strength concerns the firmness of that confidence; and generality concerns its application across situations. Luthans (2021) associates self-efficacy with confidence in successfully completing a specific task. These perspectives suggest that students who trust their capabilities may persist in academic work and recover from setbacks.

Teamwork

Teamwork involves coordinated interaction among individuals who share objectives, responsibilities, and accountability. Robbins and Judge (2022) emphasize complementary skills and commitment to shared performance.

Katzenbach and Smith (2020) describe teams in terms of common purposes, performance goals, agreed working approaches, and mutual accountability. These ideas are applied to student collaboration in group assignments, discussions, presentations, and other academic activities. The indicators are clear shared goals, balanced roles and responsibilities, commitment, shared accountability, and mutual support. West (2021) further emphasizes communication, clear objectives, and trust. Cooperation helps students exchange information, coordinate work, and obtain support during academic difficulties. Conversely, weak communication and unequal contributions may create conflict and delay tasks. Effective teamwork is therefore expected to support timely degree completion.

Timely Graduation

Timely graduation refers to completing academic requirements within the study period established by the institution. Tinto (2019) relates successful completion to sustained academic and social engagement. Astin (2020) highlights the interaction between student characteristics, the academic environment, and institutional support. These perspectives frame graduation timing as an outcome involving both personal capabilities and the conditions in which students learn.

The study operationalizes timely graduation through study duration, completion of compulsory courses, and completion of the final thesis according to the required schedule. The questionnaire also addresses consistency in thesis supervision and achievement of the graduation target planned from the beginning of study. Thus, the dependent variable is measured through students' responses to five statements about timely completion, rather than a graduation-rate percentage reported by the university.

Previous Studies and Research Hypotheses

Previous studies address emotional intelligence and academic achievement (Suryanto & Rahma, 2022), motivation and academic performance (Fitriani, 2022), and psychological factors in timely graduation (Hakim & Wulandari, 2022). Self-efficacy has been examined in relation to graduation timing (Putri & Hidayat, 2023), academic resilience (Kurniawan & Saputra, 2023), and study persistence (Nasution & Aulia, 2023). Research on teamwork concerns study completion (Nugroho & Lestari, 2024), group-learning effectiveness (Sari & Pratama, 2024), and management students' academic performance (Siregar, 2024). Ramadhan and Putra (2023) address emotional intelligence, teamwork, and study success.

The conceptual framework links emotional intelligence (X_1), self-efficacy (X_2), and teamwork (X_3) directly to timely graduation (Y). The hypotheses are: H1, emotional intelligence affects timely graduation; H2, self-efficacy affects timely graduation; and H3, teamwork affects timely graduation among Management Study Program students at Malikussaleh University for the 2025 period.

METHOD

Research Design, Setting, and Sample

The study used a quantitative, cross-sectional survey at the Management Study Program, Malikussaleh University, Aceh, Indonesia. The population comprised 224 students within the 2025 scope stated in the thesis. The sample size was determined using the Slovin formula with a 5% error tolerance, following the sampling discussion in Sugiyono (2020, 2022). The resulting sample comprised 144 respondents. The thesis specifies the sample-size calculation but does not clearly identify a separate procedure for selecting individual respondents.

$$n = N / (1 + Ne^2) \quad (1)$$

In Equation (1), n is the sample size, N is the population size, and e is the tolerated error. Data collection took place in June 2026 through direct and online questionnaire distribution. All 144 questionnaires were returned and deemed suitable for analysis. The respondent table identifies every participant as a member of the 2021 entry cohort. The study's designation as the 2025 period should therefore be distinguished from respondents' entry year and the questionnaire collection date.

Data Sources and Measurement

Primary data were obtained through a structured questionnaire containing respondent-profile questions and statements measuring the four research variables. Secondary sources included academic documents, the program profile, academic regulations, books, and previous research. Responses were scored on a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Each construct was measured using five statements.

Table 1. Operational definitions and measurement indicators

Variable	Operational focus	Indicators used in the thesis
Emotional intelligence (X ₁)	Ability to recognize and manage emotions when responding to academic demands.	Self-awareness; self-regulation; self-motivation; empathy; social skills.
Self-efficacy (X ₂)	Belief in the ability to complete academic tasks and overcome difficulties.	Task difficulty (level); strength of belief; generality across situations.
Teamwork (X ₃)	Coordinated cooperation to achieve shared academic goals.	Clear shared goals; balanced responsibilities; commitment; shared accountability; mutual support.
Timely graduation (Y)	Completion of study requirements according to the planned or prescribed schedule.	Study duration; compulsory-course completion; timely thesis completion; consistent supervision; planned graduation target.

Source: Thesis Table 3.2 and Appendix 1. The timely-graduation indicators combine the operational table with the five questionnaire statements. The thesis cites Goleman (2021), Bandura (2020), Robbins and Judge (2022), Katzenbach and Smith (2020), Tinto (2019), and Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2020).

Data Analysis

The data were processed using SPSS. Analysis included respondent descriptions, item validity, Cronbach's alpha reliability, residual normality, multicollinearity, heteroscedasticity, and multiple linear regression. Hypotheses were evaluated at a 5% significance level. The model used timely graduation as the dependent variable and the other three constructs as predictors. The analysis followed the regression model below.

$$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + \varepsilon \quad (2)$$

RESULTS AND DISCUSSION

Respondent Characteristics

The analysis included 144 Management Study Program students. Their characteristics are summarized in Table 2 using the frequencies and percentages reported in the thesis. The profile covers gender, entry cohort, cumulative grade point average (GPA), and age. These characteristics describe the respondents and provide context for interpreting their questionnaire responses; they were not included as additional predictors in the reported regression.

Table 2. Respondent characteristics (n = 144)

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	49	34.0
	Female	95	66.0
Entry cohort	2021	144	100.0
Cumulative GPA	Below 3.00	6	4.2
	3.00–3.50	65	45.1
	Above 3.50	73	50.7
Age	20–23 years	127	88.2
	Above 23 years	17	11.8

Source: Thesis Tables 4.1–4.4; data processed by the author (2026).

Women accounted for 66.0% of the sample, while men accounted for 34.0%. All respondents were from the 2021 entry cohort. More than half reported a cumulative GPA above 3.50 (50.7%); another 45.1% reported a GPA of 3.00–3.50, and 4.2% reported a GPA below 3.00. Most respondents were aged 20–23 years (88.2%), and the remaining 11.8% were older than 23 years. These findings indicate that the study primarily represents students from one entry cohort within one management program.

Descriptive Responses

The thesis describes the reported levels of emotional intelligence, self-efficacy, teamwork, and timely graduation as high. Table 3 reproduces its overall mean values. The figures are presented as reported values rather than recalculated descriptive statistics because the underlying frequency tables contain a discrepancy with the stated sample size.

Table 3. Overall variable means reported in the thesis

Variable	Items	Reported mean
Emotional intelligence (X_1)	5	4.01
Self-efficacy (X_2)	5	4.13
Teamwork (X_3)	5	4.26
Timely graduation (Y)	5	4.21

Source: Thesis Tables 4.5–4.8. The item frequencies in those tables sum to 43 responses per item, whereas the stated sample is 144. Overall means are retained exactly as reported and require checking against the underlying dataset; they should not be treated as independently verified estimates.

The descriptive discussion in the thesis emphasizes students' ability to recognize and manage emotions, maintain confidence, and cooperate with peers. It also describes commitment to completing academic requirements according to the planned schedule. These descriptions are distinct from the regression tests: a high reported average for self-efficacy, for example, does not by itself establish a statistically significant effect on timely graduation.

Instrument Validity and Reliability

Validity was assessed using Pearson correlations between each statement and its construct score. All 20 correlations exceeded 0.163, with significance displayed as 0.000. Reliability was assessed using Cronbach's alpha and a criterion of greater than 0.60 (Ghozali, 2020). Table 4 presents the item correlations and reliability coefficients.

Table 4. Item validity correlations and construct reliability

Statistic	Emotional intelligence	Self-efficacy	Teamwork	Timely graduation
Item 1: r	0.715	0.596	0.749	0.727
Item 2: r	0.730	0.748	0.785	0.738
Item 3: r	0.736	0.750	0.805	0.822
Item 4: r	0.774	0.767	0.751	0.803
Item 5: r	0.709	0.770	0.805	0.850
Cronbach's alpha	0.783	0.769	0.833	0.844

Source: Thesis Tables 4.9–4.10 and Appendices 4–5. The table gives r -critical = 0.163, while its accompanying narrative gives 0.164. Every reported item correlation exceeds both values. SPSS significance displayed as 0.000 is a rounded output value, not a literal probability of zero.

All items met the study's validity criterion. Cronbach's alpha exceeded 0.60 for every construct, supporting the reported reliability decisions.

Regression Assumption Tests

Residual normality was examined using a normal probability plot, a histogram, and a one-sample Kolmogorov–Smirnov test. The thesis concludes that normality was satisfied on the basis of the plots and the asymptotic significance value of 0.255. However, the same table contains a Monte Carlo significance value of 0.000. Both values are retained in Table 5 so that the conflicting output is visible.

Table 5. Normality statistics as reported in the source

Statistic	Reported value
Number of residuals	144
Residual mean	0.0000000
Residual standard deviation	0.96282676
Kolmogorov–Smirnov statistic	0.147
Asymptotic significance (two-tailed)	0.255
Monte Carlo significance (two-tailed)	0.000

Source: Thesis Table 4.11 and Appendix 6. The asymptotic and Monte Carlo results are inconsistent; the normality conclusion needs verification against the original SPSS output.

Table 6. Multicollinearity diagnostics

Predictor	Tolerance	VIF
Emotional intelligence	0.314	3.184
Self-efficacy	0.319	3.134
Teamwork	0.234	4.277

Source: Thesis Table 4.12. VIF = variance inflation factor. All tolerance values exceed 0.10, and all VIF values are below 10, meeting the study's multicollinearity criteria.

Graphical Residual Diagnostics

Figures 1 and 2 present the graphical assessment of residual normality. Figure 3 examines whether residual dispersion forms a systematic pattern across predicted values. All three charts reproduce the original statistical output.

Normal P-P Plot of Regression Standardized Residual

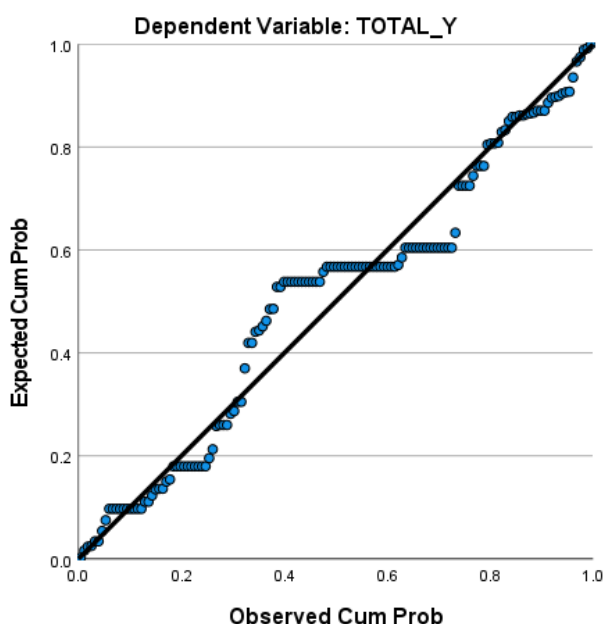


Figure 1. Normal P–P plot of regression standardized residuals.

Histogram
Dependent Variable: TOTAL_Y

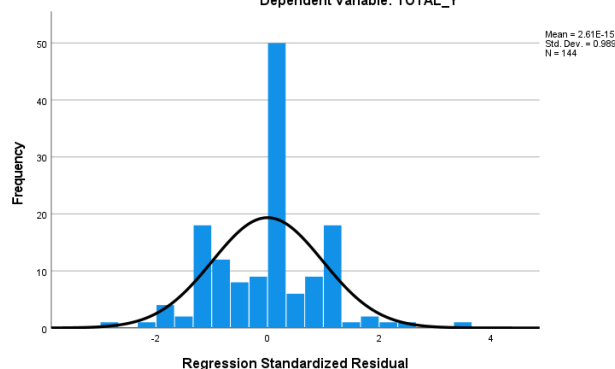


Figure 2. Histogram of regression standardized residuals.

The thesis interprets the P–P plot and histogram as supporting normality. This visual interpretation does not resolve the conflicting significance values reported in Table 5.

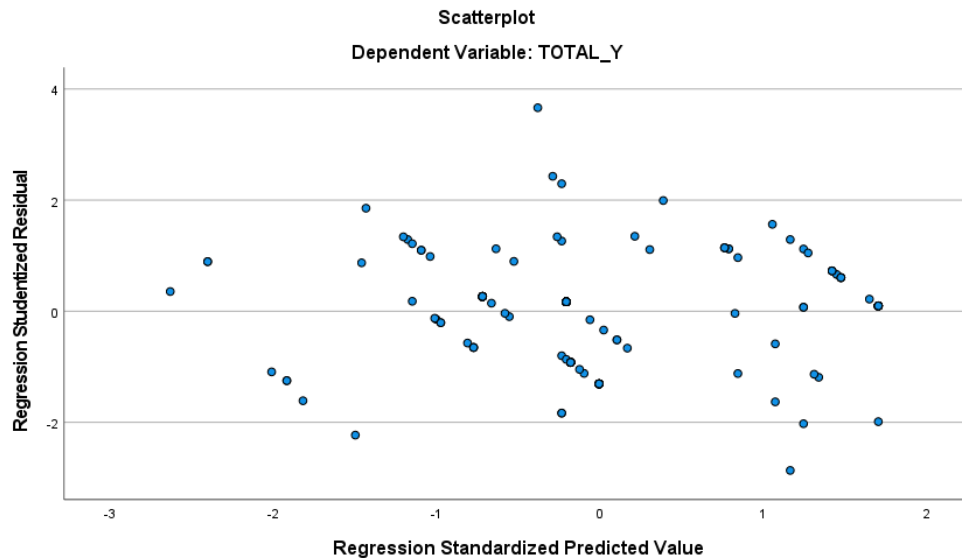


Figure 3. Scatterplot of standardized residuals and predicted values.

Source: Thesis Figures 4.1–4.3. Only surrounding white margins were trimmed for placement; the statistical charts remain unchanged.

The scatterplot was interpreted as showing points distributed above and below zero without a clear systematic pattern, indicating no heteroscedasticity problem. The graphical normality interpretation remains subject to checking the conflicting numerical significance values in Table 5.

Multiple Linear Regression and Hypothesis Tests

The multiple linear regression examined the effects of emotional intelligence, self-efficacy, and teamwork on timely graduation. Table 7 presents the unstandardized coefficients, standard errors, standardized coefficients, t statistics, and significance values.

Table 7. Multiple linear regression results

Predictor	B	Std. error	Beta	t	p
Constant	−0.914	0.900	—	−1.016	0.311
Emotional intelligence (X_1)	0.488	0.066	0.459	7.390	0.001
Self-efficacy (X_2)	0.116	0.070	0.102	1.659	0.099
Teamwork (X_3)	0.428	0.076	0.408	5.666	0.001

Source: Thesis Table 4.13. Dependent variable: timely graduation. B = unstandardized coefficient; Beta = standardized coefficient. Significance values are reproduced exactly as reported in the thesis.

$$\hat{Y} = -0.914 + 0.488X_1 + 0.116X_2 + 0.428X_3 \quad (3)$$

The coefficient for emotional intelligence was 0.488, indicating a positive relationship with the timely-graduation score when the other predictors were held constant. Its t statistic of 7.390 exceeded the critical value of 1.977 used in the thesis, and its reported p value of 0.001 was below 0.05. Consequently, H1 was supported: emotional intelligence had a positive and statistically significant effect on timely graduation in the reported model.

Self-efficacy had a coefficient of 0.116. Although its direction was positive, the t statistic of 1.659 was below 1.977 and the p value of 0.099 exceeded 0.05. Therefore, H2 was not supported at the stated significance level. A positive estimated coefficient does not, by itself, establish statistical significance. The study did not establish a significant independent effect of self-efficacy after emotional intelligence and teamwork were included in the model.

Teamwork had a coefficient of 0.428, a t statistic of 5.666, and a reported p value of 0.001. Because the t statistic exceeded the study's critical value and the p value was below 0.05, H3 was supported. The positive coefficient indicates that stronger teamwork was associated with a higher timely-graduation score when the other predictors were held constant.

Table 8. Model summary and hypothesis decisions

Measure or hypothesis	Reported result
Multiple correlation (R)	0.911
R ²	0.831
Adjusted R ²	0.827
H1: Emotional intelligence → timely graduation	Supported
H2: Self-efficacy → timely graduation	Not supported
H3: Teamwork → timely graduation	Supported

Source: Thesis Table 4.13 and its accompanying hypothesis-test discussion.

The model's R² was 0.831, while its adjusted R² was 0.827. The thesis emphasizes the adjusted value, describing 82.7% of variation in timely graduation as explained by the three predictors and 17.3% as attributable to factors outside the model. Its abstract also reports a joint effect of the predictors. However, a numerical F-test or ANOVA result is not available in the source results tables and cannot be reported.

Emotional Intelligence and Timely Graduation

The positive and significant emotional-intelligence result is the first principal finding of the study. Recognizing emotions, controlling responses, sustaining motivation, understanding others, and maintaining relationships can support the completion of academic responsibilities. The significant coefficient supports the expectation that emotional management helps students work toward graduation despite academic pressure.

This relationship can be understood through academic situations such as receiving revisions, encountering difficult material, or facing obstacles during research. Students who regulate their emotions can respond to these situations more constructively and maintain their focus on the tasks that remain. Self-motivation can sustain effort when immediate results are disappointing, while empathy and social skills can support communication with supervisors and peers. Together, these capacities help explain why emotional intelligence was associated with timely graduation in the reported regression.

This interpretation is aligned with the emotional-intelligence framework presented in the literature review, particularly self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2021). It highlights the relevance of non-academic abilities to successful study completion. The result does not remove the relevance of academic competence or institutional support; rather, it highlights emotional management as a factor that accompanies students' efforts to meet academic requirements.

Self-Efficacy and Timely Graduation

The second principal finding is that self-efficacy did not have a statistically significant effect on timely graduation. The positive estimate of 0.116 should not be interpreted as a significant result because its reported *p* value was 0.099. Consequently, the confidence-related expectation in the conceptual framework was not supported at the 5% level. The finding indicates that, within this model and sample, belief in personal ability was not established as an independent determinant of the outcome.

Confidence should be distinguished from the conditions required to complete a degree. A student may believe that difficult academic tasks can be completed while still facing constraints associated with family circumstances, economic conditions, supervisory processes, motivation, or academic policies. These are possible explanations, not effects tested in the regression. The result therefore suggests that confidence alone may be insufficient to ensure timely completion, rather than proving that self-efficacy has no academic value.

The conceptual account of self-efficacy emphasizes confidence, effort, and persistence in achieving goals (Bandura, 2020; Luthans, 2021). The empirical finding does not support the expected direct effect in this particular study. Nevertheless, academic guidance, counseling, and motivational support should continue, since maintaining confidence remains part of helping students respond to their academic responsibilities.

Teamwork and Timely Graduation

The third principal finding is the positive and significant effect of teamwork. Communication, mutual assistance, coordination, shared responsibility, and harmonious relationships offer an explanation for this result. Collaboration enables students to exchange academic information, discuss course material and thesis preparation,

and receive assistance when difficulties arise. Effective cooperation can thus support progress on tasks that contribute to degree completion. This interpretation is consistent with the shared goals, complementary contributions, and mutual accountability emphasized by Katzenbach and Smith (2020) and Robbins and Judge (2022). Teamwork concerns both formal group assignments and a supportive academic environment. Students can communicate and help one another while remaining individually responsible for completing their theses.

Practical Implications

The findings inform several recommendations for student support. First, the Management Study Program is encouraged to strengthen emotional intelligence through training, seminars, academic development, and soft-skills activities. These initiatives are intended to help students manage emotional pressure, maintain learning motivation, and respond constructively to the challenges of completing coursework and a thesis.

Second, the program is encouraged to foster teamwork through group assignments, academic discussions, student organizations, and collaboration during the process of preparing final assignments. The intended emphasis is on communication, balanced responsibility, mutual support, and commitment to completing tasks. Lecturers and thesis supervisors are also encouraged to provide clear guidance and effective communication so that students can obtain the information and direction needed to sustain academic progress.

Third, confidence-related support should continue despite the insignificant self-efficacy result. Academic mentoring, counseling, and motivation should accompany attention to wider constraints on study completion. These recommendations concern student assistance; no intervention was tested to establish whether a particular support program improved graduation outcomes.

Limitations and Directions for Further Research

The study has three principal limitations. The first is its restriction to the Management Study Program at Malikussaleh University. The findings cannot automatically be generalized to students in other programs or universities with different academic characteristics and learning environments. The respondent profile also shows that all participants belonged to the 2021 entry cohort, which defines the group represented by the reported results.

The second limitation concerns the variables included in the model. Emotional intelligence, self-efficacy, and teamwork do not encompass every factor that may influence timely graduation. Further research should examine learning motivation, time management, family support, thesis-supervision quality, economic circumstances, the learning environment, academic discipline, academic stress, and academic achievement. These variables were not tested here and should not be presented as established explanations of the remaining variation.

The third limitation is the cross-sectional design. Data collected during one period describe respondents at the time of the survey and do not show how emotional intelligence, self-efficacy, teamwork, or graduation-related experiences change over time. Future studies should adopt a longitudinal approach and involve a wider respondent base. The reporting discrepancies in descriptive frequencies and normality output, disclosed in Tables 3 and 5, also require checking before submission.

CONCLUSION

The study concludes that emotional intelligence and teamwork had positive and statistically significant effects on timely graduation among Management Study Program students at Malikussaleh University for the 2025 period. Self-efficacy had a positive but statistically insignificant coefficient and did not support the second hypothesis. The reported adjusted R^2 of 0.827 indicates the substantial explanatory contribution assigned to the three predictors in the thesis's model.

The principal recommendation is to strengthen students' capacity to manage emotions and cooperate effectively while maintaining academic guidance and support for confidence. Interpretation remains subject to the single-program, cross-sectional design and verification of the reporting discrepancies identified above.

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