

SELF-PERCEIVED EMOTIONAL INTELLIGENCE IN LEADERSHIP OF ADMINISTRATIVE ACADEMIC STAFF

Sueb Bin Ibrahim

*Academy of Language Studies, Universiti Teknologi MARA, Jalan Meranek, Kota
Samarahan, Sarawak, Malaysia*

ebraiz@sarawak.uitm.edu.my

Received: 27 March 2017 Accepted: 15 June 2017 Published: 30 June 2017

ABSTRACT

Research on effective educational leadership and emotional intelligence is growing. There still remains a gap in the relationship that exists between emotional intelligence and educational leadership especially at higher education institutions such as colleges and universities. The main aim of this study was to identify the self-perceived emotional intelligence in leadership of a university's administrative academic staff. A total of 20 (out of 26) administrative academic staff participated in this study. Two research instruments that were adapted for this study were Bass and Avolio's Multifactor Leadership Questionnaire (MLQ5X Form) and Mayer - Salovey - Caruso Emotional Intelligence Test (MSCEIT). The findings indicated that the administrative academic staff perceived themselves as exhibiting a highly transformational leadership style as compared to the other two leadership styles, namely, transactional and laissez-faire. The findings also revealed that the administrative academic staff assessed themselves as demonstrating more on managing emotions as compared to the other three emotional branches, namely perceiving emotions, facilitating emotions, and understanding emotions. It also revealed that there was a weak but significant relationship between the transactional leadership relationship and emotional intelligence while the other two leadership styles did not indicate any significant relationship.

Keywords: Emotional intelligence; leadership styles; educational leadership; administrative academic staff

INTRODUCTION

The nature of the leader's emotional connectedness to others is apparent in the growing interest in numerous studies on the effect of emotional intelligence on educational leadership. Moreover, at present, there seems to be increasing attention being given to organizational life and leadership and general agreement about the need to incorporate the role of emotion into research on academic leaders (Brief & Weiss, 2002; Kanfer & Klimoski, 2002). The topic of emotional



intelligence and its impact on organizations and their leaders was strongly influenced by the ideas of Goleman (1995). Goleman (1995) gained popularity with his research and writings when he explored the importance of feelings as a part of one's overall intelligence. He posited that the emotions within one's intelligence providing the basic mental capability to reason, to solve problem, and to think theoretically make relationships with others sometimes difficult and complex.

The interest in emotional intelligence continues to this day and over the past decades. Numerous studies have focused on the effect of emotional intelligence on educational leadership and the use of emotional intelligence in the workplace such as higher academic institutions are becoming more common. Moreover, at present, there seems to be increasing attention being given to organizational life and leadership and general agreement about the need to incorporate the role of emotion into research on educational leaders (Goleman, 1998).

Emotional intelligence (EI) has been viewed as a display of non-cognitive skills in building relationships with others (Bar-On, 1997; 2000; Taylor, Bagby & Parker, 1997). However, Salovey and Mayer (1990) and Mayer and Salovey (1997) described emotional intelligence in their mental ability model as an ability to better relate to others. Building upon the work of Salovey and Mayer (1990), Goleman (1998) then adapted his emotional intelligence model to predict personal effectiveness at work and in leadership, defining it as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship. Hence, he posited that in the workplace of the 21st century, leaders are required to have personal qualities or competencies in understanding those with whom they work or lead and these qualities and competencies are described as emotional intelligence. Goleman (1998) also contends that emotional intelligence has effect on leadership performance in organizations. In fact, emotional intelligence is identified as the critical element needed for effective leadership.

To be effective academic leaders in pursuit of effective leadership, academic leaders of higher education institutions will not only need to possess effective leadership style, but also well-developed social and emotional skills. A high IQ can do much to resolve leadership challenges; however, without allowing the heart to intervene, one is at disadvantage in being an effective leader (Chernise & Adler, 2000; Goleman, 1995; Ryback, 1998). Hence, to build the leadership capacity necessary for effective leadership, one can expect academic leaders of the future to revitalize educational organizations by developing better working relationships that incorporate emotional intelligence and a sense of well - being in leadership effectiveness.

LITERATURE REVIEW

Researchers over the past decade have shown that a positive correlation exists between effective business leaders and emotional intelligence (Caruso, Mayer & Salovey, 2002). Individuals high in emotional intelligence tend to perform at a higher level than their counterparts with low emotional intelligence, and those who tend to improve or work on their emotional intelligence outperform cohorts who do not (Bradberry & Greaves, 2003; Donaldson-Fieldler & Bond, 2004).

In the business sector, businesses tend to be served better by those leaders who demonstrate high levels of emotional intelligence. In spite of this, businesses are becoming cognizant of the importance of encouraging and developing emotional intelligence skill within the workplace (Singh, 2003). Research also indicates that effective academic leaders do have an effect on successful higher academic institutions (Waters, Marzano & McNutty, 2003), just as how emotional intelligence affects leadership performance in the business sector (Goleman, 1998). Unfortunately, in the realm of educational leadership, little attention has been given to academic leaders and their level of emotional intelligence.

Although the emotional intelligence theory is gaining momentum in predicting effective leaders in the world of business (Barling, Slater & Kelloway, 2000; Goleman, 1995; 1998; Palmer & Stough, 2001), there has been very little research examining the relationship between emotional intelligence and effective leadership in academic arena (Gardner & Stough, 2002). As a specific leadership style can affect the overall culture of an organization, one must examine the possible link between emotional intelligence and leadership effectiveness.

Moreover, theoretical and empirical studies of leadership and emotional intelligence have yet to identify the effect of leaders' emotion on their leadership styles. Leadership theory and research have not adequately considered how leaders' moods and emotions influence their leadership effectiveness. Even though there exist large significant amount of research on leadership, there is comparatively little for emotional intelligence research and the relationship between leadership and emotional intelligence is smaller yet (Weinberger, 2009).

In fact, according to Herbst, Maree and Sibanda (2006), despite much interest in relating emotional intelligence to effective leadership, there is little empirical published research that has explicitly examined this relationship. Apart from that, if leadership is accepted as a useful construct, the question still remains: What personal attributes or abilities are underlying effective leadership? Hence, what is most troubling is the general notion that it is critically important for leaders to be emotionally intelligent for individual performance and organizational success, yet the empirical support behind this claim is still lacking.

Although research on emotional intelligence and effective leadership is growing, there still remains a gap on the relationships that exist between emotional intelligence and leadership. Salovey and Mayer (1990) and Mayer and Salovey (1997) hypothesized that higher levels of emotional intelligence result in better psychological and physical well-being. However, exactly how and to what extent emotional intelligence accounts for effective leadership is currently unknown. Besides, vast leadership research only focus quantitatively on a leader's observable behavior and emphasis cognitive traits, while research on the emotional processes of leaders have been neglected. As a result, there is a gap between the emotional skills a leader requires and the capabilities of leadership.

Emotional Intelligence and Transformational Leadership

There have been numerous studies which focused on the effect of EI on leadership styles. Past researchers suggested that EI should be linked to transformational leadership style (Barling et al., 2000; Gardner & Stough, 2002; Palmer, Walls, Burgess & Stough, 2001). Studies on these leadership styles have found that a transformational leadership style is typically more effective than transactional and laissez-faire leadership styles (Lowe & Kroeck, 1996). As Palmer et al. (2001) stated that EI has become popular as a means for identifying potential effective and as a tool; for nurturing effective leadership skills. Their findings indicate that EI, which is measured by an individual's ability to monitor and manage emotions within one's self and in others, may be an underlying competency of transformational leadership.

Transformational leadership is defined as the activity which stimulates purposeful activity in others by changing the way they look at the world around them and relate to one another. It affects people's personal beliefs by touching their hearts and minds (Nicholls, 1994). Gardner and Stough (2002) found that the two underlying competencies of effective leadership are the ability to monitor emotions in one's self and in others. In fact, Gardner and Stough's (2002) research supported the existence of a strong relationship between transformational leadership and overall EI. It was also found that EI correlated highly with all the components of transformational leadership (idealized influence; intellectual stimulation; individual consideration; inspirational motivation), with the components of understanding of emotions and emotional management being the best predictors of this transformational leadership style. Leaders who considered themselves transformational and not transactional, reported that they could identify their own feelings and emotional states, express those feelings to others, utilize emotional knowledge when solving problems, understand the emotions of others in an organization, manage positive and negative emotions in themselves and others, and effectively control their emotional states (Modassir & Singh, 2008).

Findings by Sivanathan and Fekken (2002), showed that followers perceived leaders with high EI as more effective and transformational. They found that EI conceptually and empirically linked to transformational behaviours. They also concluded that having high EI increased the leader's transformational leadership behaviours. Hence, it is predicted that there will be a stronger relation between EI and transformational leadership than between EI and transactional leadership (Yammarino & Dubinsky, 1994). Barling et al., (2000) asserted that there are several reasons why leaders high in EI would be more likely to use transformational behaviours. First, leaders who know and manage their own emotions, and who display self-control and delay of gratification, would serve as role model for their followers, thereby enhancing followers' trust in and respect for their leaders. This would be consistent with the essence of idealized influence. Second, with its emphasis on understanding others' emotions, leaders high in EI, would be ideally placed to realize the extent to which followers' expectations could be raised, a hallmark of inspirational motivation. Third, a major component of individualized consideration is the ability to understand followers' needs and interact accordingly. With its emphasis on empathy and the ability to manage relationships positively, leaders manifesting EI, would be likely to manifest individualized consideration.

The Conceptual Framework for the Study

The conceptual framework of this study was established on two models and a focus group interview's outcomes and findings (See Figure 1). Leadership style was based on a model of leadership established by Burns (1978) and Bass (1985) and emotional intelligence was referred to the Salovey and Mayor's Ability Model of Emotional Intelligence (2002). This leadership style conceptual framework was based on a model of leadership by Burns (1978) and Bass (1985). According to Bass (1998), this model of leadership is a wide-ranging and highly influential model for leaders in social organization. The basic framework of leadership can be conceptualized using a continuum, which Bass (1998) calls 'a full range leadership model' (See Figure 1). This model identified three major types of leadership: laissez-faire, transactional, and transformational. Transactional leadership is posited to have three components. The components are contingent reward, active Management-by-Exception, and passive Management-by-Exception. For the transformational leadership, the theory posits the four I's of transformational leadership which comprise idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Past findings had proven that Transformational leaders are consistently rated by subordinates as being more effective leaders and have been consistently linked with greater organizational performance and success (Hoy & Miskel, 2005; Rosete & Ciarrochi, 2005).

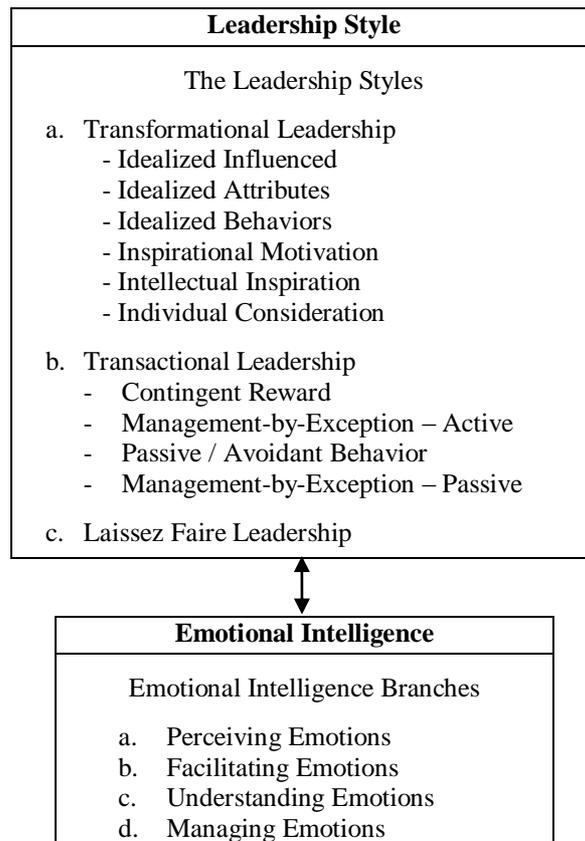


Figure 1: The Conceptual Framework

The emotional intelligence conceptual framework was based on Salovey and Mayor’s Ability Model of Emotional Intelligence. The Ability model divides emotional intelligence into four branches: (1) perceiving emotions, (2) using emotions to facilitate thought, (3) understanding emotions, and (4) managing emotions. Research investigating the emotional intelligence of academic leaders had shown the importance of emotional dimensions in educational leadership (Giles & Hargreaves, 2006; James & Vince, 2001). In fact, quantities of applicable data from numerous research showed the association between EI and academic leaders (Kouzes & Posner, 2000).

METHODOLOGY

For the purpose of this study, the target population comprised all the 26 administrative academic staff who were serving in - a university in Malaysia. They consisted of 12 Heads of Centers of Studies, 6 Heads of Programmes and 8 Course Coordinators. In order to obtain an accurate picture of the administrative academic staff’s leadership styles, only those who had served the respective

designated posts for a minimum of 1 year were considered as respondents. Two questionnaires (Table 1 and Table 2) were adapted and utilized for this study. The questionnaires were Bass and Avolio’s Multifactor Leadership Questionnaire (MLQ5X Form), that identified the principals’ leadership styles, and Mayer - Salovey - Caruso Emotional Intelligence Test (MSCEIT), which was used to operationalize emotional intelligence. To ensure the credibility of the measurement, a survey comprising 115 secondary school principals was carried out in Sarawak. The estimated overall reliability of MLQ 5X Form (using Cronbach’s Coefficient Alpha) was 0.871 whereas the score for MSCEIT was 0.843. These scores were satisfactory.

Table 1: Item-Details of Bass and Avolio Multifactor Leadership Questionnaire (MLQ5X)

Leadership Style	Factor	Question Number	Number of Items
Transformational Leadership	1a. Idealized Influence (Attributed)	10, 18, 21, 25	4 items
	1b. Idealized Influence (Behaviour)	6, 14, 23, 34	4 items
	2. Inspirational Motivation	9, 13, 26, 36	4 items
	3. Intellectual Stimulation	2, 8, 30, 32	4 items
	4. Individual Consideration	15, 19, 29, 31	4 items
Transactional Leadership	1. Contingent Reward	1, 11, 16, 35	4 items
	2. Management by Exception (Active)	4, 22, 24, 27	4 items
	3. Management by Exception (Passive)	3, 12, 17, 20	4 items
Laissez Faire Leadership		5, 7, 28, 33	4 items

Table 2: Item-Details of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

Area	Branch	Task	Item / Question Number	Total Number of Items
Experiential Emotional Intelligence (EEIQ)	Perceiving Emotions (PEIQ)	Faces	Section A	20 items
		Pictures	Section E	30 items
	Facilitating Emotions (FEIQ)	Facilitation	Section B	15 items
		Sensations	Section F	15 items
Strategic Emotional Intelligence (SEIQ)	Understanding Emotions (UEIQ)	Changes	Section C	20 items
		Blends	Section G	12 items
	Managing Emotions (MEIQ)	Emotional Management	Section D	20 items
		Emotional Relations	Section H	9 items

As for MSCEIT, it consists of 141 items that give standardized and percentile scores in the following areas: overall emotional intelligence score, two area scores, and four branch scores (See Table 2). The two area scores of MSCEIT include Experiential emotional intelligence (EEIQ), which includes the branch scores of Perceiving Emotions (PEIQ) and Facilitating Emotions (FEIQ); and Strategic emotional intelligence (SEIQ), which includes Understanding Emotions (UEIQ) and Managing Emotions (MEIQ).

After checking the goodness of these measures, data collection was done. The data collection process was conducted via self-administered approach. The structured questionnaires were sent to the respective administrative academic staff. The questionnaires were attached with a letter that clearly explained the purposes of the study, the importance of completing the questionnaires and the confidentiality of their responses. To reassure the confidentiality of the responses, an empty sealed envelope was provided. The respondents were given 3 weeks to answer the questionnaire. The researcher followed up with e-mails to make sure the respondents had answered the questionnaire. From the 26 administrative academic staff, 20 returned their questionnaires. The 20 returned questionnaires gave the response rate for the administrative academic staff sample to be about 77 percent. All of the questionnaires were useable for analysis purpose. When conducting the data analysis, the researcher analyzed the quantitative data using Statistical Package for the Social Sciences (SPSS) version 15. Descriptive and inferential statistics were used for the data analysis.

RESULTS

Leadership Style as Perceived by the Administrative Academic Staff

As depicted in Table 3, 65% of the administrative academic staff members which consisted of 13 respondents disclosed that they were transformational in their leadership style and less transactional or laissez-faire. Six administrative academic staff members indicated that they were transactional and less transformational or laissez-faire while only one (5%) administrative academic staff member was more laissez-faire than transformational or transactional.

Table 3: Distribution of Administrative Academic Staff's Leadership Style

Leadership Style	Frequency	Percent
Laissez-Faire	1	0.5
Transactional	6	30.0
Transformational	13	65.0
Total	20	100.0

Table 4 displays the mean scores of leadership scales exhibited by the administrative academic staff. Based on the five-point Likert scale used in the instrument, that was the scale of 0 to 4, the results indicated that the highest leadership scale was Inspirational Motivation (IM = 13.55, SD = 2.26), followed by Idealized Behaviour (IB = 13.45, SD = 2.21). These two high leadership scales were the components of transformational leadership. The finding also indicated that one of the transactional leadership scales, namely Contingent Reward (CR = 13.35, SD = 2.01) exhibited high score. Contrarily, Management-by-Exception: Passive (MBEP = 4.75, SD 3.11), the third transactional leadership scale, indicated a low score. Similarly, the leadership scale for the laissez faire leadership (LF = 3.05, SD = 1.50) demonstrated a very low score compared to transformational and transactional leadership scales.

Table 4: The Mean Scores of the Administrative Academic Staff's Leadership Scales

Leadership Scale	Mean	Std. Deviation
<i>Transformational</i>		
Idealized Attributed (IA)	11.85	2.83
Idealized Behaviour (IB)	13.45	2.21
Inspirational Motivation (IM)	13.55	2.26
Intellectual Stimulation (IS)	12.70	2.00
Individual Consideration (IC)	12.80	2.26
<i>Transactional</i>		
Contingent Reward (CR)	13.35	2.01
Management-by-Exception : Active (MBEA)	11.05	2.67
Management-by-Exception : Passive (MBEP)	4.75	3.11
<i>Laissez-Faire (LF)</i>	3.05	1.50

Score: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, 4 = Frequently

These findings suggested that the administrative academic staff members perceived themselves as exhibiting a highly transformational leadership style as compared to the other two leadership styles, namely, transactional and laissez faire. According to Bass and Avolio (2004), leaders who embrace the element of transformational leadership behavior are associated with motivating associates to do more than they originally thought possible. Moreover, these administrative academic staff are consistently rated by subordinates as being more effective leaders and have been consistently linked with greater organizational performance and success (Bass & Avolio, 1994).

Level of Emotional Intelligence as Rated by Administrative Academic Staff

Table 5 shows the distribution of Emotional Intelligence and its branches into the two levels (high and low) based on their mean values. The mean value for each of the branches was calculated and whichever score of the corresponding Emotional Intelligence branches which fell below this mean was considered low

level. Similarly, scores above this mean were recognized as high level. Results in Table 5 suggest that 65% of the administrative academic staff members exhibited a high level of emotional intelligence while the other 35% showed a low level in their emotional intelligence construct. However, as the focus was on the emotional intelligence branches, it was Managing Emotions that had the highest percentage (70.0%) of administrative academic staff in the high level. This was followed by Understanding Emotions with 60% administrative academic staff members in the high level. Contrarily, both Perceiving Emotions and Facilitating Emotions had 65% of the administrative academic staff members in the low level.

Table 5: Distribution of Emotional Intelligence Branches Into High and Low Levels

Emotional Intelligence Branches	Levels	Frequency (Score)	Percent
Perceiving Emotions (PE)	Low	13	65
	High	7	35
Facilitating Emotions (FE)	Low	13	65
	High	7	35
Understanding Emotions (UE)	Low	8	40
	High	12	60
Managing Emotions (ME)	Low	6	30
	High	14	70
Emotional Intelligence (EI)	Low	7	35
	High	13	65

Table 6 depicts the administrative academic staff's level of the Emotional Intelligence branches. Each of the EI branches was referred to a score range: Improve level, Consider Developing level, Competent level, Skilled level, and Expert level. The findings revealed that in the Perceiving Emotions branch, 50% of the administrative academic staff members were at the Consider Developing level which consisted of 10 respondents. This was followed by 6 administrative academic staff members (30%) who were at the Competence level and 3 members of the administrative academic staff (15%) who were at the Improving level. Only one member of the administrative staff (5%) was at the Skilled level. For the Facilitating Emotions branch, more than half of the respondents which consisted of 12 administrative academic staff members (60%) were at the Consider Developing level. This was followed by 4 respondents (20%) at the Competent level and 3 respondents (15%) at the Improving level. Only one administrative staff member (5%) was at the Skilled level.

As for the Understanding Emotions branch, more than half of administrative academic staff members which consisted of 11 respondents (55%) were at the competence level. This was followed by 5 respondents (25%) at the Competent level, 2 respondents (10%) at the Improving level and the other two respondents (10%) at the Skilled level. The findings also revealed that in the Managing

Emotions branch, more than half of the administrative staff members which consisted of 14 respondents (70%) were at the Competent level. This was followed by 3 respondents (15%) who were at the Consider Developing level and 2 respondents (10) who were at the Skilled level. Only one administrative staff member (5%) was at Improving level. In terms of overall Emotional Intelligence level, 11 administrative academic staff members (55%) were at Competent level and followed by 7 respondents (35%) who were at the Consider Developing level and 2 respondents (10%) who were at the Skilled level. Only one administrative staff member (5%) was at the Improving level.

Table 6: Distribution of Levels of Emotional Intelligence Branches and Percentage

Emotional Intelligence Branch	Levels	Percent	N
Perceiving Emotions (PE)	Improving	15.0	3
	Consider Developing	50.0	10
	Competent	30.0	6
	Skilled	5.0	1
Facilitating Emotions (FE)	Improving	15.0	3
	Consider Developing	60.0	12
	Competent	20.0	4
	Skilled	5.0	1
Understanding Emotions (UE)	Improving	10.0	2
	Consider Developing	25.0	5
	Competent	55.0	11
	Skilled	10.0	2
Managing Emotions (ME)	Improving	5.0	1
	Consider Developing	15.0	3
	Competent	70.0	14
	Skilled	5.0	2
Managing Emotions (ME)	Improving	5.0	1
	Consider Developing	35.0	7
	Competent	55.0	11
	Skilled	5.0	1

Scores: Improve (288-310), Consider Developing (311-332), Competent (333-354), Skilled (355- 376), Expert (377-398)

The findings suggested that the administrative academic staff members assessed themselves as demonstrating more on Managing Emotions as compared to the other three emotional branches namely Perceiving Emotions, Facilitating Emotions, and Understanding Emotions. The findings also revealed that more than half of the administrative academic staff members were at the Competence level for the Emotional Intelligence, Understanding Emotions and Managing emotions. The findings also demonstrated that more than half of the administrative academic staff members were at the Consider Developing level for the Perceiving Emotions and Facilitating Emotions. According to Mayer, Salovey and Caruso (2002), leaders who demonstrated more on managing emotions are leaders who have the ability to manage emotions in themselves and in others.

DISCUSSION AND CONCLUSION

First, the findings suggested that the administrative academic staff of the institution perceived themselves as exhibiting a highly transformational leadership style compared to the other two leadership styles namely transactional and laissez faire. It was also revealed that the administrative academic staff members scored highly for all the five transformational leadership scales namely idealized attributed, idealized behavior inspirational motivation, intellectual stimulation, and individual consideration. Among the five leadership scales, inspirational motivation scored the highest. These findings supported the literature review of the study. Past researchers (Bass & Avolio, 1994; Hoy & Miskel, 2005; Miller & Miller, 2001; Zaidatol, 2003) highlighted and alleged that academic leaders are transformational leaders.

Second, the findings indicated that the administrative academic staff assessed themselves as demonstrating more on managing emotions as compared to the other three emotional branches namely perceiving emotions, facilitating emotions, and understanding emotions. The findings also revealed that more than half of the administrative academic staff members were at the competent level for the understanding and managing branch whereas for the perceiving and facilitating branches, more than half of the administrative academic staff were at the consider developing level. According to Mayer et al. (2002), leaders who demonstrated more on managing emotions are leaders who have the ability to manage, regulate and modulate emotions in themselves and in others. These leaders also have the ability to reflectively monitor emotions and stay open to them, the ability to engage or detach from emotions, advocates the ability to determine whether an emotion is clear or typical, and the ability to solve emotion-based problems without necessarily suppressing the negative emotions (Caruso et al., 2002).

Third, the findings revealed that the administrative academic staff were at competent level for the understanding and managing branch. This showed that the administrative academic staff members had sufficient skills in coping with their emotion intelligence and were able to perform with some degree of success in the two branches; understanding emotions and managing emotions. As for the other two branches; perceiving and facilitating branches, the administrative academic staff were at the consider developing level. This depicted that administrative academic staff members had insufficient skills in dealing with their emotional intelligence especially in the areas of perceiving and facilitating their emotions. In order to deal with their emotions and the emotions of others effectively, the administrative academic staff members should consider enhancing their skills in these areas. Furthermore, to possess certain levels of expertise in all the EI branches, the administrative academic staff members should be also able to perform with some degree of success and acquire the

strength in coping with their emotional intelligence. Hence, administrative academic staff members with high emotional intelligence components are able to perceive accurately their emotions and the emotions of others.

Being able to identify their leadership style, the administrative academic staff members are able to adopt the style of leadership that has the effect on their leadership performance. In addition, being able to rate and identify their level of emotional intelligence, the administrative academic staff members might be more aware of their own emotion, as well as that of others, and knowing when and how to act on these emotions. Nevertheless, regularly evaluating their leadership style and level of emotional intelligence is a possible means to help them to take proactive steps and measures to be better prepared in doing their jobs and in managing educational changes for sustainable performance.

REFERENCES

- Barling, J., Slater, F., & Kelloway, K. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership and Organization Development Journal*, 21, 157-161.
- Bar-On, R. (1997). *Bar-On emotional quotient inventory*. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the emotional quotient inventory. In R. Bar-On, & J. D. Parker (Eds.). (2000). *The handbook of emotional intelligence*. San Francisco: Jossey-Bass.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: The Free Press.
- Bass, B. M. (1998). *Transformational leadership: Industrial, military, and educational impact*. Mahwah: Erlbaum.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks: Sage Publication.
- Bass, B. M., & Avolio, B. J. (2000). *MLQ leadership questionnaire*. (2nd ed.). Redwood: Mind Garden Inc.
- Bass, B. M., & Avolio, B. J. (2002). *Multifactor leadership questionnaire*. (3rd ed.). Mind Garden Inc.
- Bradberry, T., & Greaves, J. (2003). *Emotional intelligence appraisal: There is more than IQ, technical manual update*. San Diego, CA: Talent Smart Inc.
- Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology*, 53, 279-307.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row Publication.
- Caruso, D. R., Mayer, J. D., & Salovey, P. (2002). Emotional intelligence and emotional leadership (pp. 55-74). In F. J. Pirozzolo (Ed.). (2002).

- Multiple Intelligence and Leadership*. Mahwah, NJ: Lawrence Erlbaum Associates Inc. Publishers.
- Cherniss, C., & Adler, M. (2000). *Promoting emotional intelligence in organizations: Make training in emotional intelligence effective*. Alexandria, VA: American Society for Training and Development.
- Cliffe, J. (2011). Emotional intelligence: A study of female secondary school headteachers. *Educational Management Administration and Leadership*, 39(2), 205-218.
- Donaldson-Fielder, E. J., & Bond, F. W. (2004). The relative importance of psychological acceptance and emotional intelligence to workplace well-being. *British Journal of Guidance and Counseling*, 32(1), 187-203.
- Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership and Organization Development Journal*, 23, 63-78.
- Giles, C., & Hargreaves, A. (2006). The sustainability of innovative schools as learning organizations and professional learning communities during standardized reform. *Education Administration Quarterly*, 42(1), 124-256.
- Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Hill.
- Herbst, H. H., Maree, J. G., & Sibanda, E. (2006). Emotional intelligence and leadership abilities. *SAJHE*, 20(5), 592-612.
- Hoy, W. K., & Miskel, C. G. (2005). *Educational administration: Theory, research, and practice*. (7th ed.). New York: McGraw-Hill.
- James, C., & Vince, R. (2001). Developing the leadership capability of headteachers. *Educational Management Administration and Leadership*, 29(3), 307-317.
- Kanfer, R., & Klimoski R. J. (2002). Affect at work: Looking back into future. In R. G. Lord, R. J. Klimoski, & R. Kanfer (Eds.). (2002). *Emotions in the workplace: Understanding the structure and role of emotions in organizational behavior*. San Francisco: Jossey Bass.
- Kouzes, J. M., & Posner, B. Z. (2000). *The five practices of exemplary leadership: When leaders are at their best*. San Francisco: Jossey-Bass.
- Lowe, K. B., & Kroeck, K. G. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review. *Leadership Quarterly*, 7, 385-426.
- Mayer, J. D., & Salovey, P. (1990). The intelligence of emotional intelligence. *Intelligence*, 17, 433-442.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? (pp. 3-31). In P. Salovey, & D. Sluyter (Eds.). (1997). *Emotional development and emotional intelligence: Educational implications* New York: Basic Books.

- Mayer, J. D., Salovey, P., & Caruso D. R. (2002). *MSCEIT: Mayer -Salovey – Caruso emotional intelligence test*. Toronto: Multi-Health Systems Inc.
- Miller, T. W., & Miller, J. M. (2001). Educational leadership in the new millennium: A vision for 2020. *International Journal of Leadership in Education*, 4(2), 181-189.
- Modassir, A., & Singh, T. (2008). Relationship of emotional intelligence with transformational leadership and organizational citizen behavior. *International Journal of Leadership Studies*, 4(1), 3-21.
- Nicholls, J. (1994). The heart, head and hands of transforming leadership. *Leadership and Organization Development Journal*, 15(6), 8-15.
- Palmer, B., & Stough, C. (2001). *Workplace SUEIT: Swinburne University Intelligence Test – Descriptive Report*. Organizational Psychology Research Unit. Swinburne University, AU.
- Palmer, B., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional intelligence and effective leadership. *Leadership & Organization Development Journal*, 22(1), 5-10.
- Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership and Organization Development Journal*, 26(5), 388-399.
- Ryback, D. (1998). *Putting emotional intelligence to work: Successful leadership is more than IQ*. Woburn, MA: Butterworth - Heinemann.
- Sagor, R. D. (1992). Three principals who make a difference. *Educational Leadership*, 49, 13-18.
- Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and personality*, 9(3), 185-211.
- Singh, D. (2003). *Emotional intelligence at work: A professional guide*. New Delhi, India: Response Books.
- Sivanathan, N., & Fekken, G. C. (2002). Emotional intelligence, moral reasoning and transformational leadership. *Leadership and Organization Development Journal*, 23, 198-204.
- Waters, T., Marzano, R. J., & McNulty, B. (2003). Balanced leadership: What 30 years of research tell us about the effect of leadership on student achievement. Unpublished working paper. Denver, CO: McREL.
- Weinberger, L.A. (2009). Emotional intelligence, leadership style, and perceived leadership effectiveness. *Advances in Developing Human Resources*, 747(11), 747-772.
- Yammarino, F. J., & Dubinsky, A. J. (1994). Transformational leadership theory: Using levels of analysis to determine boundary conditions. *Personnel Psychology*, 47, 787-811.
- Zaidatol Akmaliah, L. P. (2003b). *Asas kepimpinan transfomasional dalam pendidikan*. In L. P. Zaidatol Akmaliah, & F. S. Foo (Eds.). *Pengurusan dan kepimpinan pendidikan: Satu langkah ke hadapan*. Serdang: Penerbit Universiti Putra Malaysia.

APPENDIX A:**Multifactor Leadership Questionnaire (MLQ5X)**

The instrument used to identify the leadership styles of the respondents. A total of 36 items were measured on a 5-point Likert scale. The anchors used to measure the MLQ5X are presented as follows: 0 means "Not at all", 1 = 'Once in a while', 2 = 'Sometimes', 3 = 'Fairly often' and 4 = Frequently, if not always.

Transformational Leadership Style

Question	Item
2	I provide others with assistance in exchange for their efforts
6	I talk about my most important values and beliefs
8	I seek different perspectives when solving problems
9	I talk optimistically about the future
10	I instill pride in others for being associated with me
13	I talk enthusiastically about what needs to be accomplished
14	I specify the importance of having a strong sense of purpose
15	I spend time teaching and coaching
18	I go beyond self-interest for the good of the group
19	I treat others as individuals rather than just as a member of a group
21	I act in ways that build others' respect for me
22	I act in ways that build others' respect for me
24	I keep track of all mistakes
25	I display a sense of power and confidence
26	I articulate a compelling vision of the future
29	I get others to look at problems from many different angles
30	I help others to develop their strengths
31	I suggest new ways of looking at how to complete assignments.
32	I express confidence that goals will be achieved
36	I express confidence that goals will be achieved.

Transactional Leadership Styles

Question	Item
1	I provide others with assistance in exchange for their efforts
3	I fail to interfere until problems become serious
4	I focus attention on irregularities
11	I discuss in specific terms who is responsible for achieving performance targets
12	I wait for things to go wrong before taking action
16	I make clear what one can expect to receive when performance goals are achieved
17	I show that I am a firm believer in "if it ain't broke, don't fix it"
20	I demonstrate that problems must become chronic before I take action
22	I concentrate my full attention on dealing with failures
24	I keep track of all mistakes
27	I direct my attention toward failures to meet standards
35	I express satisfaction when others meet expectations.

Laissez-Faire Leadership Style

Question	Item
5	I avoid getting involved when important issues arise
7	I am absent when needed
28	I avoid making decisions
33	I delay responding to urgent questions

APPENDIX B:

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCCEIT)

The instrument used to measure respondents’ level of emotional intelligence from an ability perspective. A total of 141 items were measured on a 5-point score. The MSCEIT directed the respondents to do the followings : (1) select the appropriate emotion that is shown in a face or in a den, (2) create a given mood and then solve problems while in that generated mood, (3) ascertain the casiguses of varied emotions and the influencing of mood development, and (4) establish ways to include emotion in our interactions with others.

Perceiving Emotion

Section	Task	Decription
A	Faces	The respondents are asked to identify how a person feels based upon his or her facial expression. The respondents are shown four faces and are given five subsequent choices about the different emotion depicted in each face
E	Pictures	The respondents are asked to indicate the extent to which certain images or landscapes express various emotions in five subsequent questions

Facilitating Emotion

Section	Task	Decription
B	Facilitation	It measures the respondents’ knowledge of how moods interact and support thinking and reasoning. It has five questions about moods with three descriptors, each directing the respondents to rank items ranging from not useful moods to useful moods for the given situation
F	Sensations	It has five situational items, with three subsequent descriptors directing the respondents to compare different emotions to different sensations

Understanding Emotion

Section	Task	Decription
C	Changes	It measures the respondents’ knowledge of emotional ‘chains’, or how emotions undergo transition from one to another. This task has twenty items and the respondents are asked to choose an emotion that stems from a feeling
G	Blends	It Task assesses the respondents’ ability to analyze blends of emotions into their parts and conversely the Blend Task in which the respondents are asked to combine emotions to create other emotions. , to assemble simple emotions together into complex feelings

Managing Emotion

Section	Task	Decription
D	Emotional Management	It measures the respondents’ ability to incorporate their own emotions into decision making. This task has five situational items with four responses for each and the respondents are asked to rate the effectiveness of alternative actions in achieving a certain result in situations where a person must regulate his or her own emotions

H	Emotional Relations	It measures the respondents' ability to incorporate emotions into decision making that involves other people is measured. This task has three situational items with three responses for each and the respondents are asked to evaluate how effective different actions would be in achieving an outcome involving other people. match the mood that best corresponds with an activity.
---	---------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------