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RESEARCH ARTICLE

LEADERSHIP BEHAVIOR: STRUCTURAL RELATIONSHIP OF EMOTIONAL INTELLIGENCE (SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL AWARENESS AND RELATIONSHIP MANAGEMENT) AMONG PUBLIC SCHOOL PERSONNEL IN MALAYSIA

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ABSTRACT

Background: Various changes in the educational system have evolved for educator leaders recently. However, negative impacts on leader's emotional intelligence due to leadership behavior that arise problems in producing good quality of work can have significant effect on their performance. Objective: This study investigates the impact of an emotional intelligence on leadership behaviour as well as fitness of the suggested hypothetical model and the observed data. Method: Using a structured questionnaire derived from the literature, data were collected from 306 (89%) subjects from a 15 SBT (High Performance Schools) in Malaysia which were chosen by cluster sampling procedure. The data were then analyzed using structural equation modeling (SEM); an acceptable level of model fit was found. Two sets of questionnaire to measure emotional intelligence (Emotional Competence Inventory)(ECI) and leadership behavior (Multi-factor leadership questionnaire)(MLQ) were administered. The inclusion criteria consisted of leaders in a school setting. Results: Three-hundred-and-six educator leaders from fifteen SBT schools in Malaysia were recruited into the study. Respondents were on average 41 years old (range= 26-60 years). The Majority were female (n=174), education level (degree; n=255), and working experience (range=11-20 years; n=107). In examining the relationship between emotional intelligence with leadership behavior, EQ was positively related to transformational leadership, $p < 0.001$, $R^2 = 0.61$, and transactional leadership, $p < 0.001$, $R^2 = 0.77$. The result shows that the model fit indices demonstrates TLI (Tucker-Lewis Index), NFI (Normed Fit Index), RFI (Relative Fit Index), IFI (Incremental Fit Index) and CFI (Comparative Fit Index) are more than .90 (from .932 until .975), RMSEA (Root Mean Square Error of Approximation) also shows 0.055 (RMSEA < .08) (Byrne, 2001). These values indicate an adequate fit and it's obviously met the basic requirement of model fit. The values of the Chi-Squared Roots Goodness of Fit also show 1.87, below 3. Therefore, the model is significantly fit and support to the data. Conclusion: On a practical note, the assessment of psychological constructs in school setting eg; EQ and leadership behavior could possibly assist in enhancing the work performances in delivering huge benefits to the society especially in the educational contexts.

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INTRODUCTION

Nowadays, all organizations find themselves constantly facing the challenge of having to cope with the rapidly changing environment. Many organizations including High Performance Schools (SBT) are very much influenced by turbulence associated with educational globalization, changes in policy, educational innovation, liberalization technology, stakeholder expectation and etc.

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Therefore, there is a growing need to be sustainable in the competitive environment. The difficulty of surviving within this situation leads to various problems among student and teacher such as decreasing achievement motivation, high stress levels and unrealistic expectation. The Malaysian government's effort to improve the performance and achievement in the education system began from providing a lot of funds and facilities as well as providing relevant teachers training program. To acknowledge how crucial is the education sector in Malaysia, the research from a very dignified sources stated that the education is considered 60% more important than

health and security in Malaysia (Budg *et al* location Malaysia, 2010).

A proper and structured management of educator leaders in schools is vital to ensure the effectiveness of their services to the students. Thus, educator leaders should be protected against physical and emotional burden while facing organizational as well as other changes in policy, communication technology and education system itself. In this changing process, educator leaders are constantly under pressure to find new and better solutions, which will preserve future competitiveness and performances. Studied have shown significant differences in human behavior when there are changes in the environment (Secord & Beckman, 1969; Piderit, 2000). Most of the changes are related to personality, emotional intelligence and many others. Others studied showed that personality and emotional intelligence are vital keys to achieve organizational goals for succeeding in changing environment (Eby, Adam, Russell & Gaby, 2000).

Educator leaders should try to survive and remain competitive, as they are reorganizing, re-implementing and restructuring a new teaching approach. In other words, they constantly try to change in order to fulfill the recognition and need to be sustainable in the competitive environment to continuously improve in the face of changing conditions to enhance the education system in Malaysia. These ongoing and seemingly endless efforts can put a lot of strain not only on school organization but also on individual teachers/leaders. According to Beer and Nohria (2000), 70 per cent of the changes process fail is due to the lack of strategy and vision, lack of communication and trust, problem in management (leaders), resistance to change, etc. that will affect the individual work performance. The key factor for school organizations to compete and sustain themselves is personality, leadership behavior and emotional aspect towards performances. As the educator leaders in an organized group, like in any other profitable organization, it would require appropriate management. The need for good management comes from the fact that teacher profession can be cost-effective, but not cost-free. Thus, effective management of the people in school organizations can help minimize cost, and ensuring the continuity of good service to the school institution.

By pooling available resources, people can do much more than they can do alone. That is why there is a need to mobilize individuals in an organized manner especially in psychological construct. To manage educator leaders professionally, much like the human resource department in many organizations, the educator leaders in school institution need professional input especially from scholars and researchers in order to understand how to produce a high quality of work performances. Additionally, when it comes to improve organizational effectiveness and enhance work performances, management from education scholars, intellectual discourse, and practitioners are beginning to emphasize the importance of an educator leader's emotional intelligence (EQ) and personality traits in order to achieve high work performance. Therefore, it is imperative to study such as this is carried out to help identify those factors specifically that influence them to be engaged in organised manner to produce good quality of performances. The

objective of this study are as following 1) to determine the relationship between emotional intelligence and leadership 2) to determine the fitness of the suggested model with the sample data among educator leaders.

LITERATURE REVIEW

Emotional Intelligence

The concept of emotional intelligence was firstly introduced by Salovey & Mayer (1990) as three adaptive abilities namely the ability to: (1) appraise and express emotion, (2) regulate emotions and (3) utilize emotions in solving problems. Another definition of emotional intelligence is ability to recognize the meanings of emotions and their relationships, to reason and problem-solve on the basis of them (Mayer, Caruso & Salovey, 2000). This model of emotional intelligence involves four branches namely 'reflectively regulating emotions', 'understanding emotions', 'assimilating emotion in thought' and 'perceiving and expressing emotion'. Other models then offer different numbers of EI component for example the model proposed by Dulewicz and Higgs (2000) has seven components (self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, and conscientiousness and integrity). On the other hand, Goleman (2000), affirms that emotional intelligence is an important factor in determining competency and personal success as a student, teacher, parent, manager and leader. The differing ways of conceptualizing emotional intelligence according to Petrides and Furnham (2000) are three main models namely hierarchical model, (cognitive) ability model, and mixed models (personality variables plus cognitive ability).

Bar On (1997) has placed emotional intelligence in the context of personality theory as an umbrella concept of non-cognitive capabilities and skill to cope efficiently with environmental demands and pressures. He proposed a model of non-cognitive intelligences that includes five broad areas of skills and more specific skills that appear to contribute to success. These include intra-personal skills, interpersonal skills, adaptability, stress management, and general mood (optimizing happiness). In the recent year, the most appropriate method of measuring emotional intelligence is currently an area of controversy. Because there are many conflicting emotional model, it is not easy work to describe emotional intelligence, the proximal roots of which lie in the work of Gardner (1983) and more specifically in his concept of intrapersonal and interpersonal intelligence (Mayer, Salovey & Caruso, 2008; Petrides, Frederickson & Furhnam, 2004). Hence emotional intelligence is characterized by some researchers as an ability, involving the cognitive processing of emotional information, which is more appropriately measured by performance test. An alternative proposal is that emotional intelligence is a dispositional tendency like personality and can be assessed by self-assessment or self-report questionnaire. There has been an interest in the theoretical development of the concept of emotional intelligence to identify whether or not this newly introduced concept accounts for variance not already accounted for by intelligence and/or personality (Van der Zee *et al.*, 2002) in various human transactions. Thus, it is not currently clear if emotional intelligence actually assess the same construct, and in this context Petrides and Fruhnam (2001) have suggested the

terminology 'ability EI' and 'trait EI' to distinguish the two measurement approaches. Ability EI or cognitive-emotional ability refers to one's actual ability to recognize, process and utilize emotion-laden information. Meanwhile trait EI refers to self-perceptions concerning one's ability to recognize, process and utilize emotion-laden information. Petrides and Furnham (2003) further stated that ability and trait EI are different constructs, but then their theoretical domain and concept may overlap each other. Recent debates on EI have focused largely on whether trait EI measured by self-report/self-assessment tests has predictive power over and above traditional personality traits. The results of several studies have indicated that trait EI might be a valid construct in the prediction of life satisfaction, somatic complaints, rumination and coping styles (Kluemper, 2008). However, the ability of the trait EI in an academic setting is still unclear (Tok & Morali, 2009). Consistent say that emotional intelligence as a construct has been shown to be an independent construct from the personality aspect (Zadal, 2004). They used an ability and trait to measure emotional intelligence and 16PF as personality measure. However, Higgs (2001) found a positive correlation between emotional intelligence and the function of Intuition, but not Feeling (Myer-Briggs Type Indicator). This findingshows that the relationship between emotional intelligence and personality is still far from clear. For the current study, the authors retained the original items after translation in Malay Language. The translation work was done to suit the scale for the educator participants and more importantly, for future use in the general local population. Therefore, the definition of emotional intelligence is the same as adopted by Goleman (2001). The construct is operationally defined as the score on the EI scale developed by Goleman (2001).

Leadership behavior

Leadership can be defined as the process where, upon contact, humans influence each other's behavior (Nordin *et al.* 2011). There are two types of leadership behavior that have been used in this study; transformational and transactional leadership among the educator leaders in schools.

Transformational Leadership

The transformational leadership focuses on what the leader accomplishes rather than on the leader's personal interest and his relationship with group members. Dubrin (2007) reports that transformational leadership focuses on a leader's understanding to bring about major, positive changes by moving group members beyond his self-interest and toward the good of the group, organization or society. The essence of transformational leadership is developing by motivating, inspiring, encouraging subordinates to be more creative and generate new ideas on how to solve problem or develop new ways to achieve the goals. The transformational leadership can be subdivided into four factors; idealized influences or charisma, inspirational motivation, individual consideration and intellectual stimulation.

Transactional Leadership

Recently, transactional leadership is often used by many companies. According to Dubrin (2007) define transactional

leaders focuses on more routine transactions rewarding group members for meeting standards (contingent reinforcement). It is the pattern of leadership prevalent in most organizations because it contains a basic mechanism of exchange relationship which becomes possible when there is no outstanding sense of impending threat or anxiety. The concept of transactional leadership is narrow in that it does not take the entire situation or future of the organization in mind when offering rewards (Bass, 1985). According to Clawson (2005) and Judge and Bono (2000) transactional leadership has four characteristic namely contingent reward, passive management by exception, active management by exception and laissez-faire.

Linking emotional intelligence and leadership behavior

Previous research has explored the concept of emotional intelligence as the ability both to know one's own emotions and read others' emotions (Goleman, 2001). It is an important collection of a series of capabilities and abilities as the person able to maintain his motivation and resist against difficulties, postpone his impulsivities, adjust his own moods, empathy with others and being hopeful (Akharzade, 2004). In recent years, many different aspects of emotions, motives, and personality that help determine interpersonal effectiveness of leadership skill have been placed under the comprehensive label of emotional intelligence. Based on research by Goleman (2001), discovered that the most effective leaders are alike in one essential way; they all have a high degree of emotional intelligence. Yet according to him again, without a high degree of emotional intelligence, a leader can have excellent training, superior analytical skills and loads of innovative suggestions, but he/she still may not be able to become a great leader. This is consistent with the finding by Palmer, Walls, Burgess, and Stough (2001) that EI has become popular as a means for identifying potentially effective leaders and as a tool for nurturing effective leadership skills. Their findings indicate that EI, which is measured by a person's ability to monitor and manage emotions within one's self and in others, may be an underlying competency of transformational leadership.

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, their research supported the existence of a strong relationship between TL and overall EI. It was found that EI correlated highly with all the components of TL, with the components of understanding of emotions and emotional management being the best predictors of this type of leadership style.

Leaders who considered themselves transformational not transactional reported that they could identify their own feeling and emotional states, express those feelings to others, utilize emotional knowledge when solving problems, understand the emotions of others in their workplace, manage positive and negative emotions in themselves and others, and effectively control their emotional states. Barling *et al.* (2000) found that EI is associated with TL. In contrast, active and passive management and laissez faire management were not associated with EI. Analysis by Sivanathan and Fekken (2002) showed that the followers perceived leaders with high EI as more effective and transformational. They found that EI conceptually and empirically linked to TL behaviors. Hence,

they concluded that having high EI increased one's TL behaviors.

Barling *et al.* (2000) further asserted that EI is associated with the three aspects of TL (idealized influence, inspirational motivation, and individualized consideration) and the contingent reward. This is also consistent with the finding by Downey, Papageorgiou and Stough (2006) that emotional intelligence was associated with three aspects of transformational leadership (charismatic, inspirational motivation, individualized consideration).

Similarly, Yung and Tung (2009) found some evidence to support the relationship between emotional and leadership potentials. Indeed the subordinates see individuals with higher EI as displaying more leadership behaviors. Controlling for attribution style, they also demonstrated that those three aspects of TL and constructive transactions differed according to level of EI. Leaders who can identify and manage their own emotions and who display self-control and delay gratification, serve as role models for their followers, thereby earning followers' trust and respect. This would be consistent with the essence of idealized influence. In fact, Gardner and Stough (2002) found that leaders with a high EI component of understanding emotions were able to perceive accurately the extent to which followers' expectations can be raised. This is related to the TL's subcomponent of inspirational motivation.

Consistent with the conceptualization of idealized influence (the component of TL), leaders are able to understand and manage their emotions and display self-control, thus acting as role models for followers, earning their followers' trust and respect. They found that the ability to monitor emotions within oneself and others correlated significantly with the TL components of idealized attributes and behaviors. With emphasis on understanding other people's emotions, leaders with high EI would be able to realize the extent to which they can raise followers' expectations, a sign of inspirational motivation. Apart from that, Gardner and Stough (2002) found that a major component of individualized consideration is the capacity to understand followers' needs and interact accordingly.

With emphasis on empathy and the ability to manage relationships positively, leaders having EI are likely to manifest individualized consideration. In addition, Palmer *et al.* (2001) found that the inspirational motivation and individualized consideration components of TL are significantly correlated with the ability to both monitor and manage emotions in oneself and others. The ability to monitor and manage emotions is one of the underlying attributes that characterize the individual consideration component of effective TL.

Gardner and Stough (2002) found that the ability to manage emotions in relationships allows the emotionally intelligent leader to understand followers' needs and to react accordingly (related to the component of individualized consideration). The ability to monitor and manage emotions in oneself and others were both significantly correlated with the inspirational motivation and individualized consideration components of

TL. Barling *et al.* (2000) found that individuals high in EI use transformational behaviors. With EI being instrumental for TL behavior.

MATERIALS AND METHODS

Research design

The authors opted for a cross-sectional design. This study chooses survey techniques and questionnaires to collect the data and it was conducted in the natural environment of the organization.

Sample Procedure and Participant

Sample procedure refers to the process of selecting individuals from the target population. Thus, sampling is the process of selecting a sufficient number of individuals from the population so that by studying the sample, and understanding the properties of the sample respondents, it will be possible to generalize the properties to the population elements (Sekaran, 2003). In the current study, the sampling frame was acquired from 15 High Performance Schools (SBT) in Malaysia based on five selected locations (Zone North, East, South, Middle, and Sabah/Sarawak). Then, the sample was chosen by using purposive design that involved such as principals, senior assistant 1, senior assistant 2, senior assistant of Co-Curriculum, head of the program and also head of core-subject.

Procedure of research

Before the study began, ethical approval was first obtained from the Education Planning and Research Division (EPRD), Boarding School Management & School Excellence Division, Ministry of Education Malaysia (KPM) and State Education Department. Upon this official clearance, initial verbal contact was then made to the selected SBT schools authorities to explain the intention of the study. This process was later followed by an official letter of application plus the approval from the Ministry of Education. Upon receiving the official approval from each school, a further verbal discussion through telephone was made. The aim was to arrange the date and time of the days suitable for meeting the subjects.

Instrument Translation and Cross-Cultural Adaptation

Emotional Competence Inventory (Boyatzis, 2001) and Multi-factor leadership questionnaire (MLQ5x) (Bass & Avolio, 2000) were used to collect data. Both instruments were initially translated into Malay (forward translation) by two bilingual translators who were Malay native speakers working independently of each other. The two Malay versions were revised by researchers and reconciled into one Malay version. This was then back-translated into English by a native English speaker who has a good command of the Malay language. Following this, further discussions and modifications were carried out by the researchers based on the forward and back versions before generating the final Malay instruments. The Malay MLQ and Malay Brief ECI were then administered to a small group of teacher (n=22) with the aim of testing its

psychometric properties as well as to suit its application in the Malaysian culture. They were found to be reliable i.e. overall Cronbach's alpha value for Malay MLQ - 32 items was 0.753 while the value for Malay Brief ECI was 0.719. Based on these outcomes and additional comments from respondent regarding questionnaire contents, further modifications were carried out to produce the finalised instruments - renamed Malay MLQ and Malay Brief ECI. These were the instruments administered in the actual study.

Instruments

The questionnaire pack comprises sections that measure demographic information, emotional intelligence, personality trait, leadership behavior and work performances. All parts of the questionnaire have both English and Malay Language versions. Back translation method was used to ensure the accuracy of the translation. As for demographic, the respondents were required to answer questions about their age, sex, race, religion, marital status and experiences as leaders in school. To assess leadership behavior, the questionnaire comprised 32 item adopted from the Multifactor Leadership Questionnaire (MLQ5X) whereas for The Emotional Competency Inventory consists of 63 items for measuring global emotional intelligence of the subject. In this study the respondent were asked to express their opinion based on the Likert Scale point.

Data Collection & Statistical analysis

On the agreed meeting day, the researchers and assistants met, explained and invited potential respondent to participate in the study. An information sheet was given to enhance their understanding on the nature of the study as well as clarifying the particulars needed, the instrument used and what was required from them. Once agreed, participants signed a written consent form and proceeded to complete the set of instruments in this order: *Personal Information Form*, *Malay MLQ* and *Malay Brief ECI*. Once completed, they were thanked for their participation. Those not present on the study day were required to do the same. A teacher coordinator was identified and briefly-trained to help with instrument administration. He/she also served to assist in collecting future-completed instruments as well as to send them back to the investigators on stamped-addressed envelopes. In this study, there were 321 (93.5%) respondents who completed the study. But only 306 (89.2%) (132=Male; 174=Female) questionnaires were included in the analysis after screening process was done. The data were analyzed using SPSS for Windows 16.0 and Analysis of Moment Structures (AMOS) 18. Internal consistency was used as the reliability estimate for all scales. For this purpose, α -Cronbach was calculated and presented in Table 1. For the criterion validity, inter- item correlation was conducted by using Pearson, it was indicated sowing score MLQ5x range from .504 to .639 whereas ECI range from 0.532 to 0.707.

Table 1. Internal Reliability (α -Cronbach) of the Scales

Measures	α -Cronbach
Emotional Intelligence Scale	.970
Multifactor Leadership	.917

Table 2. List of emotional intelligence and leadership behavior measure

Sub scale	Factor loading	AVE	Composite Reliability	Cronbach's Alpha
Emotional Intelligence				
Q1_KD	0.88	0.820	0.948	0.885
Q2_PD	0.92			
Q3_SS	0.88			
Q4_PH	0.94			

RESULTS AND FINDING

The respondent in this study consisted of 306 (92.7%) educator leaders of various educations level. Of respondents, 1 (0.3%) were phd, 43 (14.1%) were master, 255(83.3%) were degree, 4 (1.3) diploma and 3 (1.) were certificate. In term of gender, 132 (43.1%) of the respondents were male, and 174 (56.9%) were female, 107(41.8%) of the respondent were between 41 and 50 years old, 102 (34%) were between 51 and 60 years old, 76(145.7%) were between 31 and 40 years old and 21(9.5%) were between 26-30.

Table 2 shows the reliability measure for each sub scales that make up the construct used in structural equation modeling (SEM). As shown in Table 2, all sub scale loading exceeding 0.7; the AVE was higher than 0.5 and the composite reliability values were above 0.7, which means that convergent validity has been established (Fornell and Larcker, 1981). Table 3 shows the path relationship between endogenous and exogenous constructs namely emotional intelligence (which is the IV or predictors) and leadership behavior which are the element (DV) of study. Emotional intelligence (β =0.638, t = 18.70, p < 0.001) is observed to indirectly impacting transformational leadership tested in this study. It also was found to have a greater direct impact on transformational leadership compare to the direct impact emotional intelligence on transactional leadership (β =0.338, t = 12.73, p < 0.001).

Result of Analysis of Model fitness by SEM (Structural Equation Modeling) for Emotional Intelligence and Leadership Behavior

Several goodness-of-fit indices are commonly used to evaluate how well the structural model fits the data. The chi square goodness-of-fit test is one of the most commonly used indices. However the most popular of alternative measures model fit indices includes such as TLI (Tucker-Lewis Index), NFI (Normed Fit Index), RFI (Relative Fit Index), IFI (Incremental Fit Index) and CFI (Comparative Fit Index) values ranging from 0 to 1; a good fit is indicated by greater than .90. Regarding to RMSEA (Root Mean Square Error of Approximation) indicates a small RMSEA and a very narrow confidence interval suggest good precision of the RMSEA in reflecting model fit in the population and a non-significant Chi Square Goodness of Fit (CMIN) should be refer too. Table 4 presents recommended values for the measurement model of fitness by using analysis of SEM. The result analysis in Table 5 shows that all the model fit indices such as TLI (Tucker-Lewis Index), NFI (Norm Fit Index), RFI (Relative Fit Index), IFI

Table 3. Regression weights for the relationship between emotional intelligence, transformational and transactional leadership

Path		Standardized Coefficient	Standard error	t-value	p
Emotional intelligence → transform		.638	.034	18.699	***
Emotional intelligence → transaction		.338	.027	12.733	***

(Incremental Fit Index) and CFI (Comparative Fit Index), RFI (Relative Fit Index), IFI (Incremental Fit Index) and CFI (Comparative Fit Index) indicates greater than .90. A good fit is indicated by values greater than .90 and it is considered an adequate fit between hypothetical model and the sample data. Thus, it can be concluded that there is a relatively good fit between the model and the data. Figure 2 shows suggestion hypothesis model.

Figure 1 shows the AMOS output of the relationship between emotional intelligence and leadership behaviour for educator leaders by using AMOS programme. Based on Table 3, result shows that Chi-Square value [$\chi^2 = 1.87$], in this case the ratio of χ^2 / df is smaller than 3. Consistent with the value of RMSEA (Root Mean Square Error of Approximation) also shows .055 (RMSEA < .06) indicates met the basic requirement of model fit indices and well within the recommended range of acceptability. Thus, the model is significantly fits the data well. Indeed, model fit indices demonstrated TLI (Tucker-Lewis Index), NFI (Normed Fit Index), RFI (Relative Fit Index), IFI (Incremental Fit Index) and CFI (Comparative Fit Index) values are more greater than .90 (from .932 until .975). Based on Baseline Comparisons, the fitness value greater than .90 indicates all at the desired levels, further supporting the goodness of fit. In examining the relationship between emotional intelligence with leadership behavior, EQ was positively related to transformational leadership, $p < 0.001$, $R^2 = 0.61$, and transactional leadership, $p < 0.001$, $R^2 = 0.77$. The finding support the notion that organization should provide an adequate conducive environment and training of EI for leaders.

Table 4. Recommended Values for Measurement model of fitness

Measurement of fitness	Index
i. Absolute Fit Index (AFI)	
Chi Squared Roots (X2)	The lesser the better
Degree of freedom (df)	Positive
Significant level for Chi-Squared Roots, $p(>.05)$	>.05
ii. Incremental Fit Index (IFI)	
Tucker-Lewis Index (TLI), ($\geq .90$)	>.90
Normed Fit Index (NFI), ($\geq .90$)	>.90
Relative Fit Index (RFI), ($\geq .90$)	>.90
Incremental Fit Index (IFI), ($\geq .90$)	>.90
Comparative Fit Index (CFI),	>.90
iii. Root Mean Square Error of Approximation (RMSEA)	The higher the better <.08
iv. Parsimony Fit Index (PFI)	
Parsimon Norma Fit Index(PNFI)	The higher the better
Akaike Information Criteria (AIC)	The lesser the better

Emphasizing more training in emotional intelligence would help leaders to be more open in expressing their emotions thus will help them to manage their emotions to enhance their performance as well as adjust their personality consistently and leadership behavior. As for the suggestion model, it indicates that the model fit the data. This enables leaders to prioritize their work activity accordingly with respect to their potential as

far as the objective and organization target. Nonetheless, the conceptual framework of this research provides leaders with a practical organizational model that can be utilized to assess and understand the internal strengths and weaknesses to improve the level of individual performance.

Table 5. Measurement model of fitness

Measurement of fitness	Index
i. Absolute Fit Index (AFI)	
Chi Squared Roots (X2)	1.87
Degree of freedom (df)	Positive
Significant level for Chi-Squared Roots, $p(>.05)$	>.025
ii. Incremental Fit Index (IFI)	
Tucker-Lewis Index (TLI), ($\geq .90$)	
Normed Fit Index (NFI), ($\geq .90$)	.954
Relative Fit Index (RFI), ($\geq .90$)	.931
Incremental Fit Index (IFI), ($\geq .90$)	.955
Comparative Fit Index (CFI),	.936
iii. Root Mean Square Error of Approximation (RMSEA)	.941
iv. Parsimony Fit Index (PFI)	
Parsimon Norma Fit Index(PNFI)	.610
Akaike Information Criteria (AIC)	179.016

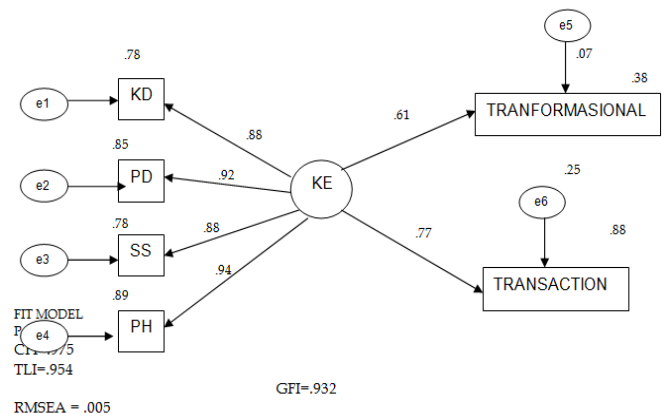


Figure 1. Model fit of emotional intelligence and leadership behavior

This study enhanced understanding of the effect of emotional intelligence with an emotional response process marked as quality benchmark for the successful individual in every work setting. This study contributes to the field of leadership, especially in terms of the impact EI based on style leadership. This is consistent with DuBrin *et al.* (2006) findings as they also proposed that how well a person manages his or her emotions and those of others can influence leadership effectiveness (George, 2000). Leadership is a social, emotion-laden process (George, 2000). Theoretical and empirical research has shown a positive relationship between emotional intelligence and transformational leadership (Brown and Moshavi, 2005).

Transformational leadership is characterized by leaders and followers being in an exchange relationship. The four dimensions of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation and individual consideration. (DuBrin *et al.*, 2006). Research has shown that transformational leadership is effective and enhances organizational performance. Palmer, stresses that transformational leadership is emotion-based and involves heightened emotional levels (Palmer *et al.*, 2001). Leaders with higher emotional intelligence are said to foster more productive working relationships and engage in behaviours that are supportive of organisational goals. Leaders with high emotional intelligence are better at understanding social context and emotional states than leaders with low emotional intelligence (Brown and Moshavi, 2005). Leadership is a two-way emotional process, where leaders recognise the emotional states and needs of their followers and attempt to influence these emotions in order to achieve desired outcome (Kerr *et al.*, 2006). Emotional intelligence plays as a vital component in an individual's social effectiveness (Kerr *et al.*, 2006). Research has shown the individuals recruited to leadership roles are more behaviorally flexible and consequently are able to perceive and predict variations in-group situations and adjust their behavioral responses accordingly.

Conclusion

In today's competitive environment, transformational leadership gives organization significant competitive advantage. It was shown by the meta analytic study by Harms and Crede' (2010), as they revealed that the relationship between transformational leadership and emotional intelligence and their impact on performance are influenced by research context and the measure of emotional intelligence which is applied. In fact, emotional intelligence has been illustrated to be a key determinant of effective leadership. Research has found that leaders who were rated highly in the emotional intelligence scores were more flexible in their response to changes in social environments and built stronger support networks (Kerr *et al.*, 2007). Emotions are signals, which individuals use to respond to changes in relationships between individuals and the environment (Mayer *et al.*, 2000). This current study provides preliminary evidence for the relationship between emotional intelligence and leadership behavior as the result indicates the fitness of the model and the data.

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