

The Relationship between Emotional Intelligence and  
Transformational Leadership of  
Secondary School Principals in Johor Bahru

SIA LILY

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## **DEDICATION**

This dissertation is dedicated to Jesus the love of my soul.  
To my parents and my friends for their endless support and encouragement

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To God the creator of my existence through whom I obtained mercy and this success, I give you all the glory, honour and praise. Amen.

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## ABSTRACT

The purpose of this study is to find the relationship between emotional intelligence and transformational leadership of secondary principals in Johor Bahru. About 217 respondents from secondary school in Johor Bahru were involved as samples. The study was conducted using the emotional intelligence model: Theory of Performance as an instrument developed by Goleman (1995) and the transformational leadership theory: Leadership Practises Inventory developed by Kouzes and Posner (2007). Descriptive statistic was used to examine the study. The data was analysed by using computer software, *Statistical Package for the Social Sciences (SPSS) version 16.0*. Frequencies, percentages and standard deviations were used to examine the most dominant of the constructs in emotional intelligence and transformational leadership of principals. In addition, *Cronbach's Alpha* used to examine the reliability of the item. Meanwhile, *Spearman correlation* analysis statistical was used to examine the relationship between emotional intelligence and transformational leadership of secondary principals in Johor Bahru. The findings revealed that the most dominant element for emotional intelligence practised by secondary school principals is self management with the mean score of 4.16. The most dominant behavior for transformational leadership practised by secondary school principals is to inspire a shared vision with the mean score of 4.31. There is a strong significant relationship between the emotional intelligence and transformational leadership practised by secondary school principals in Johor Bahru. Based on findings, researcher had given several suggestions in order to improve emotional intelligence and transformational leadership practice among the principals. Principals are recommended to have high level of management of emotional for the stimulation-saturated school environment.

Principals are urging to uphold the status quo in the quick multi-dimensional changing education systems. This is due to transformational and leadership is inseparable because no leader is considered successful due to the ability to maintain the status quo. In a nutshell, the school principal must be sent to attend leadership courses and emotion management. This will encourage them to understand the difficulties and challenges faced by them in leading an organization which always undergo changes in complexity.

## ABSTRAK

Kajian ini bertujuan menilai persepsi guru terhadap salingkait di antara kecerdasan emosi dengan kepemimpinan transformasi pengetua sekolah menengah di Johor Bahru. Ianya bertujuan mendedahkan sejauh mana pengetua tersebut mengamalkan kecerdasan emosi dan kepemimpinan transformasional. Seramai 217 responden iaitu guru dari sekolah menengah di Johor Bahru telah terlibat sebagai sampel. Kajian ini dijalankan dengan menggunakan model kecerdasan emosi: Teori Prestasi (Theory of Performance) sebagai instrumen yang dihasilkan oleh Goleman (1995) dan teori kepemimpinan transformasi: Kepimpinan Amalan Inventori (Leadership Practises Inventory) dihasilkan oleh Kouzes dan Posner (2007). Statistik deskriptif telah digunakan untuk kajian ini. Data yang diperolehi dianalisis dengan menggunakan perisian komputer, Pakej Statistik untuk Sains Sosial (SPSS) versi 16.0. Frekuensi, peratusan dan sisihan piawai telah digunakan untuk menilai konstruk yang paling dominan dalam membina kecerdasan emosi dan kepemimpinan transformasi pengetua. Di samping itu, Alpha Cronbach digunakan untuk menilai kebolehpercayaan item. Korelasi Spearman analisis statistik telah digunakan untuk mengkaji hubungan antara kecerdasan emosi dengan kepemimpinan transformasi pengetua sekolah menengah di Johor Bahru. Hasil kajian menunjukkan bahawa elemen yang paling dominan bagi kecerdasan emosi yang diamalkan oleh pengetua sekolah menengah adalah pengurusan diri (self management) dengan skor min 4.16. Tingkah laku yang paling dominan untuk kepemimpinan transformasi yang diamalkan oleh pengetua sekolah menengah adalah tingkah laku memberi inspirasi visi yang dikongsi bersama (inspire a shared vision) dengan skor min 4.31. Terdapat hubungan yang signifikan yang kuat antara kecerdasan emosi dan kepemimpinan transformasi yang diamalkan oleh pengetua sekolah menengah di

Johor Bahru. Berdasarkan dapatan kajian, penyelidik telah memberi beberapa cadangan untuk meningkatkan kecerdasan emosi dan amalan kepimpinan transformasi di kalangan pengetua. Pengetua adalah disyorkan mempunyai tahap pengurusan emosi yang tinggi untuk persekitaran sekolah yang berbeza. Pengetua digesa untuk mengamalkan status quo dalam pelbagai dimensi sistem pendidikan yang cepat berubah. Secara ringkasnya, pengetua sekolah perlu dihantar untuk menghadiri kursus-kursus kepimpinan dan pengurusan emosi. Ini akan menggalakkan mereka untuk memahami masalah dan cabaran yang dihadapi oleh mereka dalam memimpin sebuah organisasi yang sentiasa mengalami perubahan dan kerumitan.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

The Malaysian Education System still has room for improvement and requires vast transformation to ensure physical and emotional safety. This, of course, can be achieved with the existence of healthy, conducive classrooms and robust academic curricula which are controlled and managed by experienced teachers. To objectify our country's Vision 2020, it goes without saying that progress is required. And the best kind of progress which can benefit our country will be transformation, which is currently needed in schools nowadays (Cheah and Ken, 2012, Sadeghi and Lope Pihie, 2012). This will guarantee our country's success through the education industry to produce a learning society and nurture more and more teenagers to become future leaders, leading successful organisations. Our Prime Minister once said, "Transformation of the national education system is necessary to create a younger generation which can think and adapt knowledge to face future challenges" (Bernama, 2012). According to Ganly (2010), the critical thinking process occurs when information, facts or theories are gathered and analysed. People who are actively engaged in thinking are able to make more effective decisions and achieve the desired goal.

The chaos in schools nowadays - students dropping out from schools, students getting pregnant, students abusing each other, and even becoming members of infamous gangs is the reality today (Manivannan, 2002, Stottlemeyer, 2002, Tajri, 2011). Therefore, educational reform is needed in hopes of producing students who are more competitive in the face of challenges and obstacles, henceforth achieving success. Educational reforms have made a remarkable progress in improving students' academic achievements towards their goals. However, the inadequacy of students' performance today has become a huge concern (Stottlemeyer, 2002). Nonetheless, student performance has become an indicator to determine the success of principals' leadership in school to lead the school organisation.

A transformational education system is said to be extremely crucial in present generation to face the world that has changed that is not like the old days. The world today is every-progressing and ever-challenging, with our society requiring more competent members as the solution. As a result, principals are indirectly mandated to change and transform their leadership style to be able to adapt to the fast-changing environment. In the current millennium, schools need principals who are able to operate in multicultural ethics and bring out the responsiveness and outgoingness in students, teachers and ultimately the community required, or in other words, the needs of a diverse community. As school leaders, principals need to remain competitive and endure throughout their tasks while living in multicultural societies (Pool and Cotton, 2004 in Pinos et. al, 2006). Hence, the leadership practised by principals has an evident, great influence to overcome all the circumstances in school organisation.

Through the Government Transformation Program (2012), the government has tried to "improve socio-economic growth which will be able to strengthen the core of Malaysian societal layers to ensure that the education system is accessible by all Malaysians" which is parallel to the "No Child Left Behind" Act. This can enhance holistic growth of a school organisation through the various implementations of new pedagogies. Above and beyond, the Government Transformation Program is relevant to help the "Zero Truancy" campaigns and

“Reduce Disciplinary Issues” program in schools (PPD, 2012). This is considered synonymous with one of the implementations in Strategic Planning (2012-2015), that is, “Produce Quality Human That Can Meet Global Needs” (*Melahirkan Modal Insan Berkualiti Yang Dapat Memenuhi Keperluan Global*).

Nevertheless, there have been countless cases reported on truancy and drop-out of students in school. According to Mohd. Zain (2011) in Ministry of Education (MOE), from 2006 to 2010 approximately 10.83 percent of students drop out at the primary and secondary school. Therefore, principals in the 21<sup>st</sup> century need to be more knowledgeable and understanding towards their role in leading the modern society, ethical framework, diverse school community and history of education. Ultimately, principals have the power to hearten the collegiality among teachers and improve external support from community which contributes to the accomplishment of various complex tasks (Ubben et.al, 2011).

During the threshold of the 21<sup>st</sup> century, Vision 2020 aims to engender the developed nation status, thus achieving stability and independence in economic growth. Therefore, transformation leadership and emotional intelligence are required by the principals to create a suitable environment for the sense of balance in the growth of student’s aspects of life, which are the physical, emotional, spiritual, intellectual and social aspects. Otherwise, an organisation will be unable to succeed with the low commitment and motivation among teachers and students. Indirectly, the achievement of an organisation will go rock bottom.

Emotional intelligence has a prominent influence on principal’s leadership, because emotional intelligence has a connection to the social interaction among teachers, other principals, students, parents and the community. Social interaction skills are included in the domains of Goleman’s emotional intelligence. Based on Narimani et. al. (2009), “If the leader is not sensitive to the emotional information, which is received from their followers, there might be conflict among them”. Principals who have high emotional intelligence are able to manage their feelings

and sensations to concentrate, think well and are flexible even under dilemmas and in critical conditions. On the other hand, high emotional intelligence in principals will help principals be aware of the surroundings and helps in leading the school organisation.

Workload coupled with the pressurised work environment such as principal's leadership, school culture, school location and different behaviours of employees also affects one's emotion. Suffering from emotional problems such as depression, frustration, fatigue, anxiety, tedious moods and boredom eventually leads to low levels of task commitment (Yahzanom, 2010). "Ability of teachers to understand their patterns of emotion and behaviour in the classroom and also self-understanding will increase their ability to become professional teachers" (Matthews and Jessel, 1998 in Button, 2003).

To be an excellent leader, the leader must become an excellent follower first. Benjamin Franklin, the sixth president of the United States of America, has mentioned, "He who cannot obey, cannot command." Through the implementation of transformational leadership, schools are able to build the environment and culture which are devoted by teachers, students and also community. At one blow, this can enhance the student's thinking creatively, innovatively and critically in the competent social working environment.

To overcome the ever-changing world, the government has implemented new policies and abolished some programs. Consequently, transformational leadership in schools is crucial to influence teachers, support staffs and laboratory assistants to improve the outcome and inspire people to attain the vision (Coleman, 2007). Based on Sii Ling (2012), "Transformational leadership enhances an organisation by raising the values among members, motivating them to go beyond self-interest. This is to embrace organisational goals and redefining their needs to align with organisational preferences". Transformational leadership undoubtedly helps teachers to achieve

their personal goals as much as it helps schools achieve their extraordinary goals (Hebert, 2011).

As stated above, a rapid environmental change brings huge impact on school organisations and new challenges for human resources management and leadership. Today, principals are facing ever – increasing dilemmas such as inundation of information and technologies, diversity of culture, and diversification of employees (Schlosberg, 2006). Hence, fundamental transformations are needed to inspire others for collaboration and independence towards the goals which they are deeply committed (Cheah and Ken, 2012). Based on Ubben et. al. (2011), “The transformational leader shares power, inspires others in leadership, and encourages participation and involvement of all members in executing the school’s purpose”. According to Schlosberg (2006), transformational leadership has greatly influenced the outcomes and improvement of school culture. School culture is said to be crucial in shaping students’ behaviour and attitudes towards their success.

Transformational leadership behaviours are interrelated with effective schools towards achievements. According to Stevenson (1999), “Transformational leadership is a social process where the leader builds commitment among members of the organisation towards the accomplishment of objectives”. In other words, transformational leadership has vital effects to a teacher’s commitment (Sii Ling, 2012). For that reason, transformational leadership should be implemented in school principals to gain teachers’ commitment and indirectly transform teachers’ leadership in the class as an effective method to produce quality students.

In a nutshell, academic achievement is really important in the development of a country. Students with good academic achievements are able to find a proper job that can contribute to economic growth. Schools are the ideal place to nurture students’ need and enhance the capability of principals to manage the school organisation. Principals must be able to lead effectively with different leadership styles based on different situation. Besides, emotional intelligence is indispensable

from principals leading an organisation. Goleman (2002) has stated that “effective leaders possess emotional intelligence competencies that allow them to function effectively in numerous situations with variety of people.”

## **1.2 Background of the Study**

Education continues to grow along with change in a multi-dimensional space according to the changing world today. Schools nationwide are undergoing the transition due to the changing environment and increase in demand. Schools are being forced to restructure and reengineer to achieve demands in society. According to Hebert (2011), “the external forces such as accountability, changing family needs, the technological age, and society demand that force schools to change”. Principals in the 21<sup>st</sup> century face greater challenges than previous years as a result of globalisation without borders (Yos Fatimah, 2011). Therefore, principals have to get ready for the changes that come along with globalisation of markets. Principals have no choice but to be ready to change since education is an agent of change in society. Today, teachers teaching in classrooms are not enough to meet the demands because they need to care the needs of students, parents and also communities.

The role of school principals have become more challenging in dealing with the tasks such as “moving around heavy machinery and resources” to move forward to achieve excellence in academic and co-curricular activities (Shahril, 2000; Yos Fatimah, 2011). The recommendations from the Ministry of Education Malaysia include, the school to be an effective school by creating different categories of schools like Smart Schools, Excellence Schools, Cluster School, High Performance Schools (SBT) and the latest offer "New Deal" in the National Key Result Areas (NKRA) claim that principals need to make a change in leadership to boost excellence.

To overcome the increasingly complex problems in schools of the 21<sup>st</sup> century, principals need to manage and lead school organisations towards the successful school. Shahril (2000) said that, school leaders should have features such as having leadership qualities, skills and competence in the technical, human skills, education, cultural and symbolic, skilled in communication, motivation, decision making and problem solving. An outstanding leadership quality is an important element of the school management in 21<sup>st</sup> century, because according to Abdul Aziz (2003) the main pillar to demonstrate leadership qualities is the assessment of management effectiveness. The Principal is the key to holistic progress and the accomplishment of the “National Education Philosophy”. “National Educational Philosophy” is:

Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated in order to create a harmonious and well-balanced human being in terms of intellectual, spiritual, emotional and physical on the faith and devotion to God to produce Malaysian citizens who are knowledgeable, competent, ethical noble, responsible and capable of achieving well-being and contribute to the harmony and prosperity of society and the nation.

School principals have no choice but to be ready to change because education is a societal change agent. With the availability of strategic education, this will ensure the welfare of the family.

School principals in Malaysia are still unable to function as management leaders and effective instructional leaders as reported by the Education Development Master Plan , PIPP (2006-2010) because the results showed a disseminated form of leadership to be implemented by school leaders which do not align with the changes and needs (Yos Fatimah, 2011). Various leadership styles introduced by the Ministry of Education (MOE) in order to sustain continuous school of excellence which are the transformational leadership and transactional leadership were introduced and given the main focus after previous studies found that

transformational leadership styles of school leaders can make good to school organisation and progress.

In the new millennium, almost all students are technology-savvy students and it can be said that every house have at least one laptop. Therefore, students are in fast-moving track in obtaining information in stimulation – saturated environment. They are more engaged to the technology which may cause teaching and learning to bore them if using traditional methods (Hebert, 2011). For that reason, the need of new technologies in classroom is crucial for teachers in using technological advancement to teach in class are encouraging. The transformations of school principals to be more engaged and have a continuous learning experience are important to produce effective school leadership. This will determine the quality and processes in professional learning (Hebert, 2011). Classrooms with more advancement in teaching and learning methods are needed for professional learning.

An effective organisation is needed by an effective leader to manage and instruct the subordinate to achieve the vision and mission of an organisation. A principal is far beyond than managing the school but also setting the direction which creates a vision. Besides, principals help in structuring organisations through monitoring the activities or programs that bring success in schools. Coleman (2007) stated that, “Great leaders keep people focused on moving the organisation toward its ideal future, motivating them to overcome whatever obstacles that lie in the way”. In short, leaders inspire people to attain the vision. As we know that, the success of failure in an organisation is not only dependent on how well they lead but how well followers follow. Recently, teachers and administrators experience “burn out” which is caused by internal and external forces of pressure. They experience frustration, exhaustion and depression, causing many of them to leave the teaching profession (Buckley, Schneider and Shang, 2005; Dorman, 2003 in Hebert, 2011). Consequently, principals must articulate the vision for success and motivate others to achieve the common goals (Hallinger & Heck, 1998; Leithwood and Jantzi, 1999b in Hebert, 2011).

Recently, job dissatisfaction among teachers is becoming more common. This is caused by the work pressure which may arise from the fact that it is a new job for them with the existence of plenty of new programs launched by the Ministry of Education (MOE) (Azizi, no date). So, it is highly desirable of the principal leadership role needed in the implementation of programs in schools. With the successful implementation of the program, not only can the objective be achieved, but it is also helps to advance performance in school. In addition, principals serve as work stress moderation among the teachers to solve problems. According to Abdullah Yahaya (2003), principals as mentors for school staff play an active role in addressing the problems faced either in oriented professional or personal level. With generous sympathy, guidance and reasonable guidance, principals can prove that when he or she considers the awareness of the staff's need, this helps to bring a sense of friendly cooperation involving both sides.

Emotional control is a skill and ability in dealing with feelings of one's self and others. Good management and emotional control will be able to shape the individual to succeed and excel in interpersonal and intrapersonal communication (Abdul Ghani, 2009). Principals with good emotional management facilitate them to control their own feelings and not to interfere or influence the emotions of teachers. This can develop a good relationship between them (Burnham, 2009; Yahzanom, 2010). Consequently, principals with high emotional intelligence tend to have fewer problems because they are ready to accept and understand the environment rather than whine and complain. Emotions can be managed when one is able to control in an emergency, through depression or insult. They will try to find a solution as soon as possible. Otherwise, for those who think negatively and are unable to control their own emotions are self-defeating because this can cause a decrease in productivity and work performance.

Based on Lopez-Zafra, *et. al.* (2012), "Emotional intelligence is an important factor in influencing organisations to be more productive and profitable" (Joseph, Newman & Mac Cann, 2010 in Lopez-Zafra, 2012). Emotional intelligence can be known as the intellectual ability that can bring the happiness, success in life and

work, and success in behaviour and interaction with each other (Segal & Smith, 2012; Burnham, 2009). In a nutshell, emotional intelligence practices are crucial to produce effective leadership for principals. Harms & Marcus (2010) stated that, “emotional intelligence is synonymous with good leadership”.

In a study about leadership (Stogdill, 1974; Edmond, 1979; Nor Azian, 1994 in Azizi, no date), leadership is very important in influencing success of an organisation. Leadership and school principals’ efficiency are momentous in determining the success of the school under his leadership. Principals are able to assist in a variety of problems involving the needs of employees under his leadership, the community around the school or in the business district education office which affects school performance. The tasks or roles undertaken by the principals vary that it cannot be avoided and distributed to teachers. This creates a constraint if not handled properly. Hence, the well handing of emotions and proper management is needed by the principal (Azizi, no date).

Principals with good emotional management are able to contribute a good leadership style in school. Emotional intelligence of an individual will help to facilitate the process of thought. Leaders whose are able to mobilise and organise their way of thinking can turn into emotional aid for decision making. Additionally, emotional intelligence helps to take advantage of mood swings, to understand different viewpoints, and use different emotional states to solve the trouble.

The unclear division of workload and responsibilities of principals between the employed and unemployed can bring pressure to principals. Yahzanon (2010) stated that, prolonged stress leads to emotional disturbances at different levels between different individuals. This point is further aggravated by the condition of environmental stress situations and different attitudes among teachers. Thus, in this new era, principals with high emotional intelligence are really needed. According to Zhou and George (2003), “asserting emotional intelligence facilitates creativity”.

Oldman and Cummings (1996) found that employees who exhibit behaviours of inspiration when they administered organisation produce a more encouraging atmosphere and employees were encouraged to express their anxiety and opinion. Mayer, Salovey, and Caruso (2004) in Labby, *et. al.* (2012), emotional intelligence increases with age. When the principal's emotional intelligence increases, his or her performance and leadership will be excellent. Indirectly, teachers learn to control their emotion which behoves in enhancing student's learning ability. In other words, when the emotional intelligence increase, the academic accomplishment also increases with ability to inspire and motivate others in making a task easier. Principals encourage using his/her emotion for generating passion and enjoyment in the job.

Success of a school depends on the leadership of the front line management. A good leader will help employees through providing job satisfaction, problem-solving, praising, giving guidance and moral support and next lead to the success of a school (Julieana, 2012). Principals who have the skills to manage emotions can efficiently make such decisions which are not based on anger. Instead, emotions are used to enhance thinking, balancing thoughts and feelings. According to Marilyn & Miles (2004) in Julieana (2012), emotional management provides space for individuals to explore their own potential and providing opportunities for individuals to adapt their own emotions by forming appropriate emotion for the sake of self and others. Thus, the efficiency of principals in managing their emotions are complementary and acts as a catalyst to its leading position in the development of an excellent school, ergo bringing forth success. Nancy (2001) stated that, principals, teachers, support staffs and students with high emotional intelligence can help students' advancement in academics. This is because emotional intelligence is helpful in delaying the satisfaction when they search for long term goals, then students' academic achievement increases as well.

One aspect of emotional intelligence proposed by Goleman (2004) is social awareness through social skills and empathy competencies. This is in line with the value of caring work recommended by the Ministry of Education (MOE) (Julieana, 2012). Thus, a leader who does not have the interpersonal skills and lacks empathy is characterised as having low levels of emotional intelligence. School principals who practise empathetic features become closer to the school staff. If the beneficial relationship between leaders and followers is implemented, a positive work climate can be created. This is due to the fact that there is a very strong cooperation atmosphere among the principals with the school staffs and students. Indirectly, administration in the school will be smooth and finally provides excellence to the school.

Graff (1999) stated that, the stable families will be well-educated, highly motivated, and innovative to send their children for tuition compared to poor families which are unable to afford and prepare the needs for their child. This is due to the exposure of different environment and culture, producing inequality among students. In addition, the language barrier is another obstruction for weak students to cope their studies which is a one of the three basic skills needed by students. According to Chinese Home Organisations (2006),

The Malay Education Congress, held on 2 March 2005, stridently stated that about 5 hundred thousand people of Malay students will drop below the bottom of the teaching and learning of Science and Mathematics in English as a result of failure to master English.

For that reason, schools as mediating layers are able to influence and inspire students to be successful. In a nutshell, the school system acts as an instrument of transformation to facilitate and redefine the mission and vision. Besides, the school system also encourages reengineering of systems for goal achievement. So, transformational leadership should be practised among principals for the hope to make dramatic changes in the formation and implementation of the vision, and so that the teacher is aware of their responsibility to create value and norms for the sake of school improvement (Yos, 2011).

In the quality of school management, it is basically related to the improvement of that school as a key performance indicator, the quality of leadership in the organisation should involve transformation (Burnham, 2010). Transformation and leadership is inseparable because no leader is considered successful due to the ability to maintain the *status quo*. Principals who practise transformational leadership are able to change the *status quo* in order to succeed (Abdullah, 2009). Principals must be well prepared before making any mistakes because every failure is opening the door for a new chance to success. The most effective leaders are those who are involved in personal change and ease society organisation. As such, transformational leadership is greatly needed by the school to produce quality schools.

Alimuddin (2006) suggested that education in Malaysia should encourage practice of transformational leadership among school principals. This is because transformational leadership is considered the latest and most effective leadership style. It greatly contributes to the thriving of the educational world. Transformational leadership aids in fostering innovative climates because transformational leadership addresses the intrinsic motivation, self-needs and strategic planning. According to Maslow's Hierarchy of Needs, the human needs such as physiological (food, water and sleep), safety (the family), love and belongingness (family), self-esteem (confidence and achievement) and self-actualization (lack of prejudice and acceptance) can motivate humans to become more committed to success (Anonymous 3, 2012). Hence, principals need to be self-aware and also realise that every social environment has to transform and become more charismatic, individual consideration and intellectual stimulation and inspiration. At last, this can influence their leadership behaviour to become effective leaders in school.

Review of Marks & Printy (2003) studies shows, the results of transformational leadership among school principals who have succeeded in mobilizing efforts and high willingness among teachers for joining in contributing to the excellence of the school. The statement above was supported by Alimuddin

(2006), he stated that the transformational leadership acts as a platform to enhance human capital among teachers to embrace their responsibilities. It also acts as a catalyst as well for intellectual and professional development through the four main behaviours, which are “inspirational motivation, intellectual stimulation, individualized consideration and ideal influence”. Principals who transform the leadership should generate teamwork.

Above and beyond, principals become a generator of dynamic partnerships which demonstrate strategies to help in adaption and engagement with the environment. Transformational leadership in school helps to establish a friendly relationship between the community and environment, where the leader communicates well with government departments, private sector, and individuals (Abdul Ghani, 2010). In addition, transformational leadership practices among principals will be able to build the confidence among staffs for cooperation and efficiency in the performance to become a more prominent role in leading to the more brilliant organisation.

According to Wan Nor Asekin (2012), teachers always express dissatisfaction with the policies and regulations, pay, work under the instruction of principals and the problems in the workplace. Many teachers resigned or retired early because they are not ready for the responsibilities and workload. So, transformational leadership style should be applied in the school principal to help in such critical situation. Those leaders who are practicing transformational leadership are fit into place in life-long learning and hearten each other. In other words, transformational leaders are learning to grow and renew their leadership style (Button, 2003).

Principals practicing transformational leadership styles are able to foster the transformational leadership styles among the teachers. Transformational teachers can create the teaching and learning more interactive because they will be able to create the classroom culture and environment in more creative ways, innovating and visioning the activities. Besides, transformational leaderships within the principal

are able to influence the teachers or students not only to have logical thinking and reasoning but also through the practices of emotion (Bass, 1985 in Kirkland, 2011). Several researchers have found that, the “significant relationship between emotional intelligence and transformational leadership” (Sosik & Megerian, 1999; Higgs & Aitken, 2003; Kerr, Garvin, Heaton, & Boyle, 2006 in Kirkland, 2011).

Some school principals are still using hierarchy or authority systems in setting the rules and reward, either formally or informally. Situation like this has aroused dissatisfaction of teachers with their tasks. Not only that, teachers’ work and the performance do not reach the satisfactory level which also affects the relationship between principals and teachers (Wan Nor Asekin (2012). A transformational leadership style is really needed in principals to establish the challenging situations and empower others to reach the goals. Besides, transformational leadership among the principals are able to encourage teachers to give the new ideas to modify the *status quo*, by doing some analysis using data and looking for creative and innovative solutions to solve the problems (Hebert, 2011). Transformational leadership is a process that includes transforming “long-term goals, emotions, values, ethics and standards”. Transformational leadership involves a unique way to influence teachers and students to achieve what they target.

Kouzes & Posner (2007/2010) stated that, the “Leadership Practices Inventory (LPI) have five practices: *Model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*”. The “Leadership Practices Inventory” is most commonly used, based on Kouzes & Posner (2010) “more than three hundred doctoral dissertations and master’s theses are based on The Five Practices of Exemplary Leadership Model”. Besides, the instrument in the Leadership Practices Inventory is a “measureable, learnable and teachable set of behaviours”. The assessments assist individuals, researchers and organisations to evaluate the leadership competencies by collecting and analysing the data. The data or information is collected randomly, since everyone or most of them work under one boss only. Based on Kouzes & Posner (2010), the “assessment of leadership strength and development is more reliable and valid because the

respondent is from multiple raters: him- or herself, teachers, support staff and laboratory assistants”. For that reason, personal biases by teachers are drastically decreased after collecting the response from various respondents who have different relationships with principal.

Goleman (2004) suggested that, emotional intelligence comprise four main domains: “*self-awareness, relationship management, social awareness and social skills*”. These domains are closely intertwined and dependable among each other. These dynamic relations among four emotional intelligence domains are practical and not just theoretical. These are the basic ingredients to foster the effective leadership. The concept of emotional intelligence is an elaboration of Horward Gardner’s interpersonal and intrapersonal intelligence and also Mayer’s and Salovey (2007/1990).

In the neural anatomy that underlies the emotional intelligence is the close relation between intelligence and emotion. In the brain science, if the principals with strong emotional relationship can overwhelm to rationalise and calm responses to deal with the problems more effectively. The widespread concern about much teenage lacking emotional intelligence which causes them to drop out from school is because of disciplinary problems (Nancy, 2001). For instance, “a male student who is impulsive and aggressive always gets into trouble six to eight times more likely than other students to be violent in their teens and commit crimes” (Nancy, 2001).

According to O’Neil (1996), “intelligent quotient (IQ) contributes only about 20% to determine their life to success. The rest is 80%; everything else such as emotional quotient (EQ)” (Goleman, 1995 in Yahzanom, 2010). Therefore, emotional intelligence is able to make a difference in life of success. As Goleman (2004) states, “The Scholastic Assessment Test or Scholastic Aptitude Test (SAT) may primarily be a good measure of a person’s aptitude in becoming a college professor”. Conversely, the emotional quotient becomes an indicator for measuring the achievement and success of an individual. Goleman’s emotional intelligence

theory is really important to educators in primary schools, secondary schools and also universities, parents, employers, governments and individuals all around the world since the emotional intelligence theory is:

Most up – to – date knowledge. Theory and practice in neuroscience, child development, and human intelligence as well as what the field of education was learning about effective pedagogy. Lantieri (2009)

Emotional quotient in principals can be improved with right training and learning culture which enables them to nurture the conducive working environment among teachers. In other words, the emotional quotient is crucially measured in academic success as it is important as cognitive intelligence measured by intelligence quotient.

Emotional intelligence and transformational leadership is really making sense when examining the definition of each construct. The emotional intelligence constructs which are: “*self-awareness, relationship management, social awareness and social skills*” whereas transformational leadership constructs are: “*Model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*”. Both constructs are possibly correlated with each other. There is a “relationship between emotional intelligence and transformational leadership, where transformational leaders who have ability to monitor their own and other’s feelings and are also more likely to arouse strong emotions among the students and teachers” (Kirkland, 2011). Kirkland (2011) also mentioned that, “in general, emotional intelligence is important for the success of an individual in an organisation but emotional intelligence becomes more crucial for individuals’ rise into leadership positions”. In addition, principals in schools should have high emotional intelligence to become excellent leaders in the school.

Last but not least, a principal with high emotional intelligence is really important in school organisation to be able to transform into the new era. Kirkland (2011) states, “Emotional intelligence is important for success in work and life”. Furthermore, some researchers also support that “the theory of emotional intelligence is interconnected with transformational leadership” (Harms & Crede, 2010; Hebert 2010). “Emotional intelligence competencies such as self-confidence, self-awareness, transparency, and empathy” is important to articulate and sending the visionary messages (Goleman, 2004).

So, high emotional intelligence (independent variable) will affect the transformational leadership (dependent variable) styles in school principals. Sosik and Megarian (1999) states, there are a number of aspects of emotional intelligence competencies that are able to smoothen the progress of the transformational leadership (Harms & Crede, 2010). For example,

First, empathy .... necessary for transformational leaders who display individual consideration to followers.

Second, emotion management .... promote positive affect and confidence in followers expressing and generating new ideas.

Third, self-aware leaders .... possess a greater than average sense of purpose and meaning.

Fourth, emotional management ..... put the needs of others ahead of their own personal needs.

Therefore, emotional intelligence is not only important for principals to have effective leadership but also for all individuals in the world to have good emotional control and maintain rapport between individuals. For the sake of the school reform, school administrators must take advanced steps to implement programs and develop emotional skills among one another.

### 1.3 Statement of the Problem

Schools have been undergoing massive change, from the usage of chalkboard in classes to the applications of interactive medium such as project-based learning, PowerPoint presentations, hands-on activities, etc. To overcome the transition change, school organisations need to progress or transform according to the rapid environment change and diversity of culture to prosper and be more competitive (Cheah and Ken, 2012, Sadeghi and Lope Pihie, 2012).

The roles of principals change over time. In the 1970's, a principal was more focused as being administrators whose greatest concern is efficiency and accuracy. In the 1990s, the principal acts as a manager while in the 21<sup>st</sup> century, the task of principals is not only to administer or manage, but they are regarded as leaders in schools. Principals who lead schools towards excellence and gain schools the prestigious awards like “Smart Schools, High Performance School (*Sekolah Berprestasi Tinggi*), Cluster Schools, *New Deal* and etc.”

Therefore, principals are equipped with leadership qualities, skills in communication, motivation, decision - making, problem-solving and also competence in technology, especially in the rapid tracking of information and stimulation of students who are technological savvies (Hebert, 2011). Thus, principals, as societal change agents, are responsible for the students, teachers and also community needs. Not only that, principals are also the mentor and stress moderator for followers such as teachers, support staffs, students and also the community. This is due to the excessive pressure which arises from the dawn of this new millennium which causes them to burn-out, be frustrated and exhausted.

The transformation in education is necessitated for the vast investment of quality of interpersonal relationship, including emotional intelligence (Burnham, 2009). Moreover, principals with the abundance of tasks and roles have to cope and manage their emotion. Good management and emotional control in principals will shape his or her to form solid relationships with teachers, students and community. In other words, principals have to manage well in intrapersonal and interpersonal relationship in his/her working environment (Abdul Ghani, 2009). This will ensure their ability to improve the relationship between both parties. Prolonged stress that may cause emotional disturbance and depression can impact by lowering the performance of individuals. High emotional intelligence among principals will not only allow them to lead effectively but also give them the opportunity to be excellent in schools holistically. Emotional intelligence provided the space for exploration and development of their own potential to become good leaders. Leaders are not born; they are made.

Transformational leadership is extremely crucial in an organisation since it helps to influence subordinates, improve outcome and inspire people to attain the vision (Coleman, 2007). Principals who practise transformational leadership styles are able to facilitate and redefine the vision and mission through the reengineering of school system. Transformational leaders are obliged to alter the “*status quo*” that aligns with the needs of demand, thus producing quality leadership. Transformational leaders are more charismatic, more considerate, stimulate intellectually and inspire others to achieve the target. Transformational leadership is a platform to enhance and embrace their responsibility, in addition to catalysing the professional development. In this current era, teachers find themselves dissatisfied with their job, causing them to resign or retire early from the teaching profession, and this has become a common issue (Wan Nor Asekin , 2012). For that reason, leaders should transform their leadership styles to empower others to reach their goals and also practise life-long learning.

From the above declaration, this study tries to relate whether emotional intelligence based on Goleman *et. al.* (2004) theory has any significant relationship with transformational leadership behavior by Kouzes & Posner (2010). From the emotional intelligence by Goleman *et. al.* (2004), there are four domains which enables an individual to deal with the problem and acts as a good indicator to measure the success of an individual. The four domains are: “*self-awareness, relationship management, social awareness and social skills*”. The transformational leadership by Kouzes and Posner (2010), known as Leadership Practises Inventory is made up of: “*model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart*”. Therefore, based on this study, the principal’s emotional intelligence in Goleman’s theory (1995) have effects on the principal’s transformational leadership practices in Kouzes & Posner’s theory (2007).

#### **1.4 Objectives of the Study**

The rationale of this research is to determine the correlation between transformational leadership and emotional intelligence of secondary school principals. Next, through this study, the level of emotional intelligence and transformational leadership of the principal can be identified.

Referring to research problems or issues stated above, the objectives of this research are as follows:-

- 1) To identify the most dominant element of emotional intelligence (*self-awareness, self-management, social awareness, relationship management*) practised by secondary school principals in Johor Bahru.
- 2) To determine the most dominant behaviour of transformational leadership (*model the way, inspired a shared vision, challenge the process, enable others to act and encourage the heart*) practised by secondary school principals in Johor Bahru.

- 3) To determine whether there is any significant relationship between emotional intelligence (*self-awareness, self-management, social awareness, relationship management*) and transformational leadership (*model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*) practised by secondary school principals.

## 1.5 Research Questions

The questions in this research are:

- 1) What is the most dominant element of emotional intelligence (*self-awareness, self-management, social awareness, relationship management*) practised by secondary school principal in Johor Bahru?
- 2) What is the most dominant behaviour of transformational leadership (*model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*) practised by secondary school principals in Johor Bahru?
- 3) Is there any significant relationship between emotional intelligence (*self-awareness, self-management, social awareness, relationship management*) and transformational leadership (*model the way, inspired a shared vision, challenge the process, enable others to act and encourage the heart*) practised by secondary school principals?

## 1.6 Hypothesis of the Study

In this study, the research hypotheses were developed to find the findings for the research questions above-mentioned. The following research hypotheses are tested with significance level 0.05.

- H*<sub>01</sub>**: There is no significant relationship between the construct of emotional intelligence (*self-awareness*) and transformational leadership practised by secondary school principals in Johor Bahru.
- H*<sub>02</sub>**: There is no significant relationship between the construct of emotional intelligence (*self-management*) and transformational leadership practised by secondary school principals in Johor Bahru.
- H*<sub>03</sub>**: There is no significant relationship between the construct of emotional intelligence (*social-awareness*) and transformational leadership practised by secondary school principals in Johor Bahru.
- H*<sub>04</sub>**: There is no significant relationship between the construct of emotional intelligence (*relationship management*) and transformational leadership practised by secondary school principals in Johor Bahru.
- H*<sub>05</sub>**: There is no significant relationship between emotional intelligence and transformational leadership practised by secondary school principal in Johor Bahru.

## 1.7 Significance of the study

Overall, emotional management is an important element in strengthening the leadership in every aspect of life, be it the aspect of family, organisational, community and country. A leader with the capability to understand and manage emotions will ensure the consistent achievement of success by followers through his leadership. Transformational leadership practices is said to be very rational since

transformational leaders are able to build their organisational excellence when they bring such changes, which transcends their mind.

Therefore, in this study the researcher tries to find out the most dominant element of emotional intelligence (*self-awareness, self-management, social awareness, relationship management*) practised by secondary school principal in Johor Bahru. Besides that, researcher also want to find out most dominant behaviour of transformational leadership (*model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*) practised by secondary school principals in Johor Bahru.

Other than that, this study also tries to find out and trace the correlation between emotional intelligence and transformational leadership of principals. Through this research, the relationship that exists between emotional intelligence and transformational leadership not only can help principals, but also others. This is through intensive evaluation and improvement of the understanding of the effectiveness in the selection of the best ways for training and development within the organisation and thereby improving the performance of schools towards excellence. In the aspect of knowledge development, it is hoped that this study can help other researchers for further studies to enrich literacy in the aspects emotional intelligence and transformational leadership of principals, for in Malaysia there is hardly any abundance regarding this research.

It is hopeful that this study will provide information and guidance to:

a) The Principal

In the past studies, there have been interconnections involving emotional intelligence and transformational leadership. Hence, this study can act as an indicator or feedback about the linking of emotional intelligence and transformational leadership to produce effective leaders. Moreover, this study is also a guideline to take the appropriate actions to improve knowledge,

skills, and leadership abilities for the prioritisation of focus on support and enhancement of the effectiveness of schools. Last but not least, the results of these study will allow principals to control and manage their own emotions to produce good interpersonal and intrapersonal relationship.

b) The Department of Education / Office of the District Education

This study shall help them organise training courses or programs for new leaders to develop their transformational leadership styles in school. Other than that, the Department of Education plans and allocate some budget for the leadership training to enhance leadership skills that is appropriate for the development of leadership in schools.

## **1.8 Research scope and Limitations**

The centre of attention for this study is to find out correlation between emotional intelligence and transformational leadership practised by secondary school principals. Other than that, researcher also wants to find out the most dominant element of emotional intelligence (*self-awareness, self-management, social awareness, relationship management*) practised by secondary school principal in Johor Bahru. Researcher also want to find out most dominant behaviour of transformational leadership (*model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*) practised by secondary school principals in Johor Bahru. The respondents for this study will be school teachers.

Next, this research focuses on secondary school teachers in Johor Bahru, hence it does not involve all teachers nationwide. This means that the findings are not the product of all teachers in Malaysia. Besides, this study is limited to the population of secondary school teachers. Thus, this study only reflects the population studied which are secondary school principals in Johor Bahru. The findings of this study cannot be applied among different populations because of differences in information. The validity of the findings is dependent on the level of respondents' honesty and sincerity in cooperating on the research undertaken. Thus, the validity and reliability of the study is based on assumptions and opinions.

This research on emotional intelligence is limited to the theory by Goleman (1995) which is based on the four domains: “*self-awareness, relationship management, social awareness and social skills*”. Leadership behaviours in this study are the behaviours that are found in transformational leadership theory was introduced to the principals by the Johor State Education Director in 2009 through a special course with the aim to allow school leaders to apply transformational leadership behaviours in school leadership (Yos Fatimah, 2011). Meanwhile, in this research is limited to the theory of transformational leadership introduced by Kouzes and Posner (2007) through the five dimensions which are: “*Model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*”. According to Rubin, Munz, Bommer (2005) in Harms & Crede (2010), “There has been a relative lack of research investigation to the antecedents of these transformational leadership behaviours”.

## **1.9 Framework of the Study**

In this study, researcher uses two variables such as independent variables and the dependent variable. For independent variable it is emotional intelligence of principals, while the dependent variable is the transformational leadership behavior of principals in Johor Bahru. Thus, researchers have explained the theory and concepts in this study by using the form of a diagram.

### **1.9.1 Theoretical Framework**

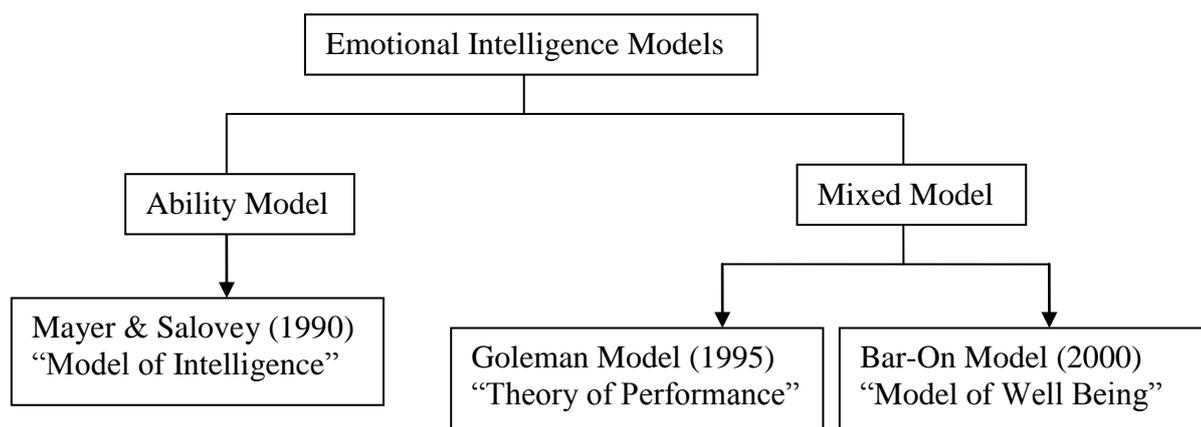
The theoretical framework for emotional intelligence, transformational leadership, and emotional intelligence theories for this study are theories by Goleman (1995) and transformational leadership theories by Kouzes and Posner (2007), to address the research questions. A summary of emotional intelligence and transformational leadership theories are as follows:-

#### **1.9.1.1 Emotional Intelligence Theories**

Emotional intelligence theories have been created and renewed over time by many successor theorists such as Salovey & Mayer, Goleman and Bar-On. Bar-On (1988) stated that emotional intelligence can be categorised into the personality theory, also known as “Model of Well Being” which is based on non-cognitive competence that may influence the ability of individuals towards success.

Mayer & Salovey (1990/1997), describes emotional intelligence as the capacity of reasoning which stimulates the thinking and accurately recognise the emotions of himself or others. In other words, emotional intelligence is an intellectual growth. Mayer and Salovey introduced the “model of intelligence” in their studies. Last but not least, Goleman (1998) introduced the “theory of performance” where it is more concerned about the work and effectiveness of an organisation. Specifically, Goleman’s emotional intelligence theory is suitable for all kind of jobs, not only in the education field.

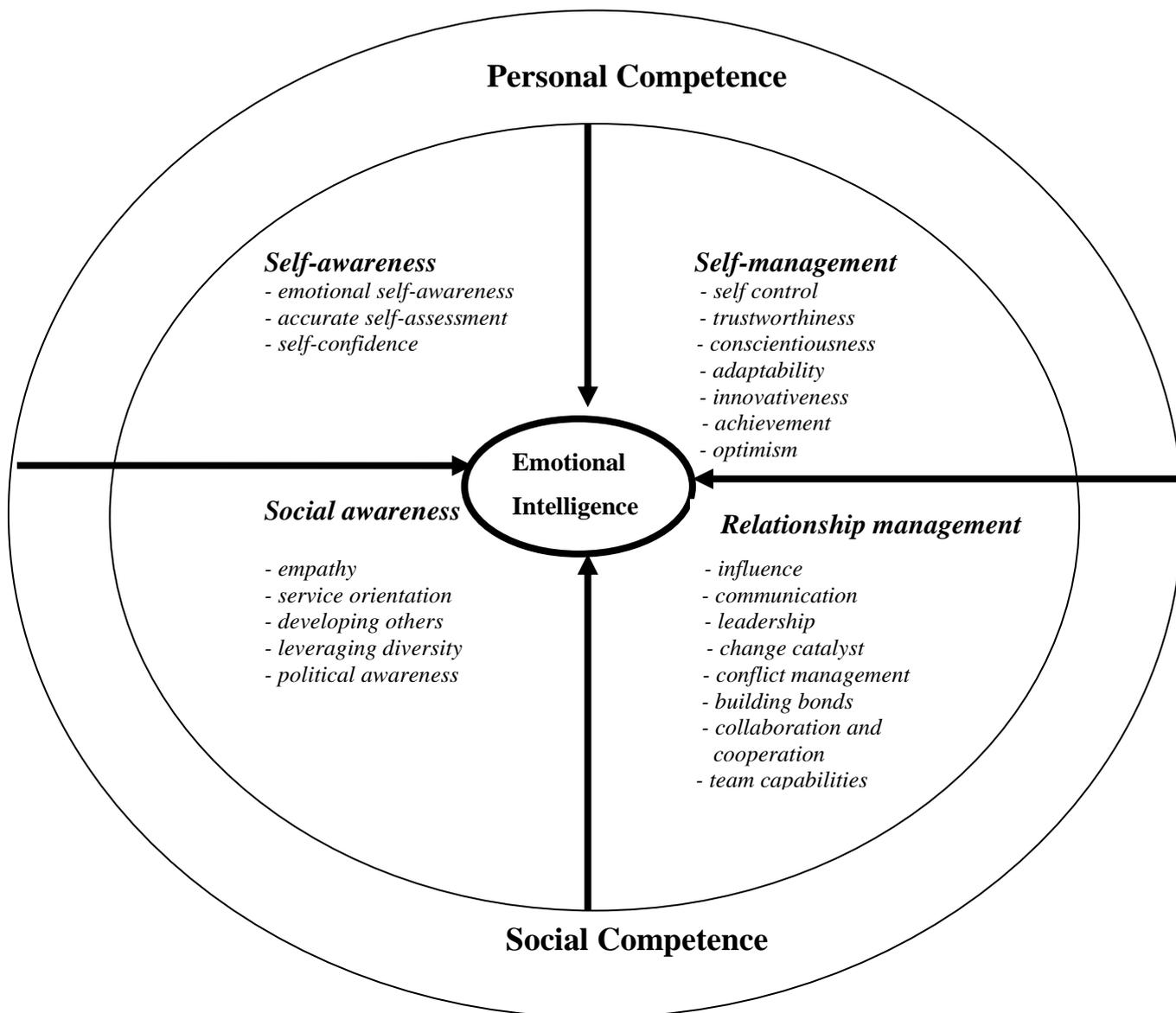
According to Goleman (1995), emotional intelligence is defined as “one’s ability to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one’s moods and keep distress away from swamping the ability to think; to empathize and to hope”. Similar to Goleman, Bar-On (1997/2000) included non-ability factors in the explanation of emotional intelligence “as an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Figure 1.1 shows the summary of emotional intelligence based on categories.



**Figure 1.1:** Summary of emotional intelligence based on category.

Adapted from Tessema, 2010

The theoretical framework for this study of principal's emotional intelligence is based on Goleman's theory of performance. Even though the meaning of emotional intelligence varies, the common definition of emotional intelligence is "the set of abilities (verbal and non-verbal) that enables a person to generate, recognise, express, understand, and evaluate their own and others' emotions in order to guide thinking and action that helps them successfully cope with environmental demands and pressures" (Van Rooy & Viswesvaran, 2004 in Harm & Crede, 2010). Goleman's Model (1995), the theory of performance is based on 4 main domains: "*self-awareness, relationship management, social awareness and self-management*". These four constructs enables the development of 30 questions for this research study. Figure 1.2 shows Goleman's theoretical framework of emotional intelligence (Goleman, 1995).



**Figure 1.2:** Goleman's theoretical framework of emotional intelligence

(Goleman, 1995).

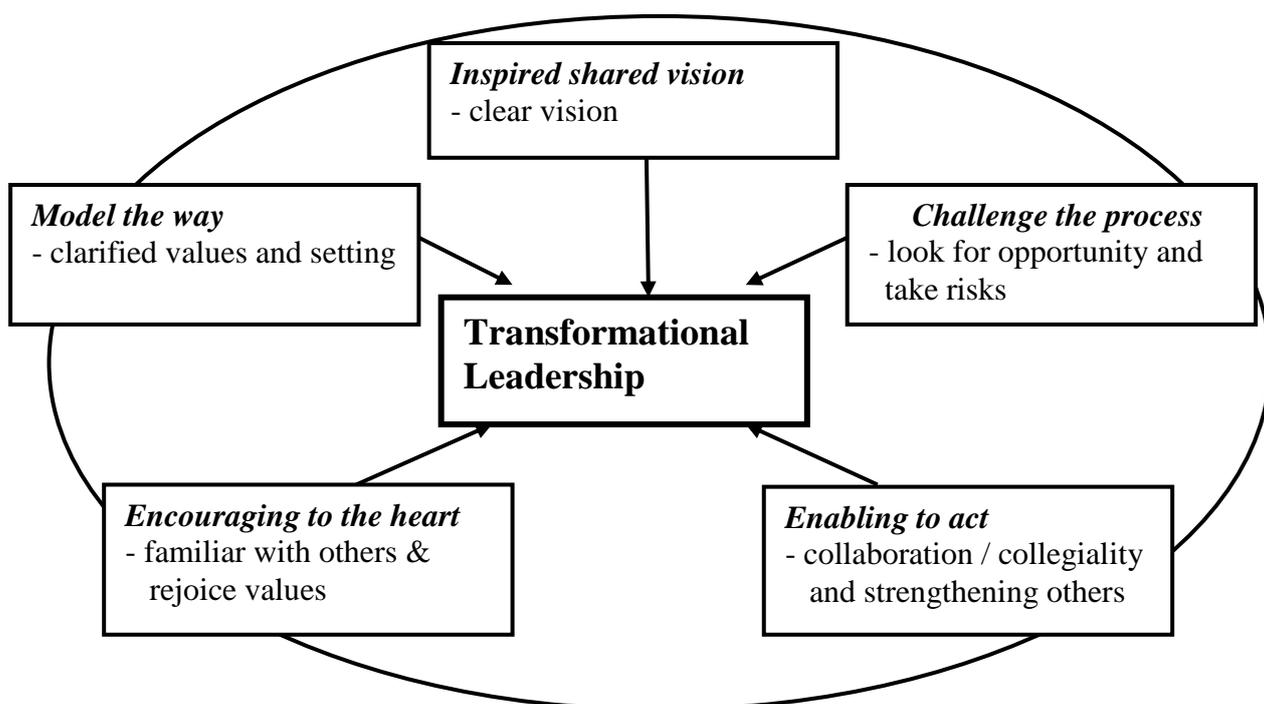
### 1.9.1.2 Transformational Leadership Theories

According to Burns (1978), “transformational leadership is defined as the leadership style where one or more persons engage with others in such a way that leaders and followers raise one another to a higher level of motivation and morality”. The first instrument to determine if leaders are practising transformational leadership or transactional leadership was created by Bass and Avolio (1995) which is known as MLQ 5X. In 1995, Kouzes and Posner introduce the “Five exemplary leadership practices” which is related to leadership as the relationship where leaders lead and followers follow their leader’s instruction.

According to Bass (1985), as far as the head of an organisation uses transformational leadership theory is based on the effect of leadership on followers. Transformational leadership will mobilise followers to stimulate and motivate followers and participate in the activities of the organisation to achieve the goals. Accordingly, transformational leaders will inspire, understand the employee, and stimulate intellectually, in addition to motivating and encouraging workers as employees to solve old problems and find solutions in new ways (Yos Fatimah, 2011).

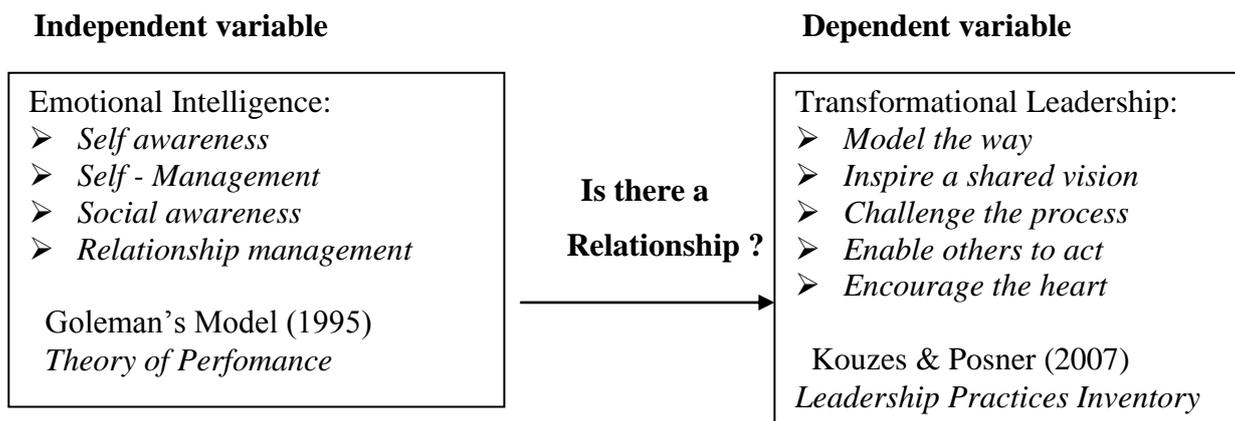
The theoretical framework in this study is transformational leadership by using the approach from the model of Kouzes & Posner (2007), which is the “Five exemplary leadership practices: *Model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*”. Through the “five exemplary leadership model”, the researcher is able to determine the leadership behaviour of leaders. To make the studies easier, Kouzes and Posner (2007) developed the “Leadership Practices Inventor or (LPI)” which consists of 30 questions. The questions in the questionnaire have been assessed based on the perception teachers as respondent against leadership competencies of principals. Based on this five constructs, 30 questions were developed for this study.

According to Kouzes & Posner (2007), “the results of the Leadership Practices Inventor has an observer assessment tool that provides 360-degree feedback about a leader’s performance from co-workers, raters, and subordinates about skills or behaviours that are important for leadership effectiveness in an organisation”. Kezar, Carducci, and Contreras McGavin (2006) in Grafton (2009), explained that transformational leadership can be understood and studied by bringing the connection between traditional and modern-day approaches. Meanwhile, Bass and Riggio (2006) said that intrinsic motivation and attitudes to be aware about their follower’s development is popularly used. Figure 1.3 shows the theoretical framework of transformational leadership based on Kouzes & Posner (2007).



**Figure 1.3:** Kouzes & Posner theoretical framework of transformational leadership (Kouzes and Posner, 2007)

## 1.9.2 Conceptual Framework



**Figure 1.4:** Independent variable and dependent variable.

The conceptual framework in this study for emotional intelligence is based on Goleman's Model (1995): *Theory of Perfomance* and transformational leadership is based on Kouzes & Posner (2007): *Leadership Practices Inventory*, which summarised in Figure 1.4. From these theories, researcher modified the items to create the total of 60 items in the questionnaire based on the construct in the theories.

The Goleman's Model (1995): *Theory of Perfomance* of emotional intelligence based on 4 main domains: "*self-awareness, relationship management, social awareness and self-management*". These four constructs enables the development of 30 questions for this research study.

### (a) *Self-awareness*

*Self - awareness* is the ability of an individual to identify their own feelings in certain situations. Self-awareness can motivate people in making any decision, that is, by helping to choose the best solution and ultimately, the key of life. A person who has self-awareness also has a "realistic assessment of their abilities and self-esteem which are in-tact".

**(b) *Self-management***

*Self-management* is defined as “the ability to manage one's emotions to facilitate decision-making and not interfere in solving certain tasks” (Goleman, 1998). Domain of *self-awareness* is a pre-cursor for self-management. Individuals with high awareness in emotions are able to control themselves, prudent and can temporarily suspend their negative feelings. These individuals can quickly recover from emotional stress or breakdowns yet are still able to focus.

**(c) *Social awareness***

*Social awareness* is the ability to aware of one's feeling through precise self-assessment. Self-awareness can affects an individual's thought, behaviour and self-confidence. Empathy is one of the factors that can help someone else raise the track of feeling. Individuals with sense of empathy can understand other points of view thoroughly. This attribute is a trigger factor to enhance the intimacy and compatibility among individuals from diverse backgrounds. Individuals with trait empathy can penetrate the pain, distress, frustration or doubt in others.

**(d) *Relationship management***

*Relationship management* allows one to be effectively manage and understand a range of emotions. Practising a good relationship management among principals, enable them to build a good relationship with the school communities. Individuals with relationship management are able to interpret the social situations and network accurately. A person having an effective relationship management can be a good consultant to resolve conflicts. This also can develop cooperation and teamwork within an organisation as well. It is important to have good relationship management (social skills) in the principals to build up a good relationship within the school organisation as well as outside school to obtain support.

In this study, the transformational leadership theory is based on Kouzes & Posner (2007) theory: *Leadership Practices Inventory*. The transformational leadership theory of Kouzes & Posner (2007), the model of “Five exemplary leadership practices: *Model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*”. Through the “five exemplary leadership model”, the researcher is able to determine the leadership behaviour of leaders. To make the studies easier, Kouzes and Posner (2007) developed the “Leadership Practices Inventor” which consists of 30 questions. Therefore, in this study the 30 items based on *Leadership Practices Inventor* are modified become new items. Modification of items been making for the purpose of easily understood by the respondents. The questions in the questionnaire have been assessed based on the perception teachers as respondent against leadership competencies of principals. Based on this five constructs, 30 questions were developed for this study.

**a) *Model The Way***

Leaders with *model the way behaviour* is standing with their own belief and values to become the role models to the followers. Leaders need to be triumphant in the form of respect from others. Besides, leaders who *model the way* need to spend their time with someone else. They also must be “delivering with action” for the gaining of trust from followers. These kinds of leaders are steadfast, competent and are highly aware because he or she asks for feedback on actions to have an improvement.

**b) *Inspire a shared vision***

Leaders practicing *inspiring a shared vision* are clear with organisations and plan for the future. They have ideal trust to make a difference for something that is better. They are able to bring the vision to everyone’s levels, igniting in them the flame of inspiration, hopes and dreams to boost up their spirits. Leaders who practice *inspiring a shared vision* are able to strengthen everyone and anything including vision, individual and organisation. Excellent leaders are able to work into the vision which is aligned with the individual, groups, works and also organisations.

**c) *Challenge the process***

Leaders practising the behaviour of *challenge the process* seek to accept challenge by teaching the followers. In the diversity of culture, leaders are searching for opportunities and take risks to learn something that is news to them. In other words, leaders are known as pioneers because they have explored from the unknown and stepped out from it. Leader's practising *change in the process* is somewhat open-minded in receiving ideas and encouraging others. Successful leaders are willing to learn from their mistakes and bring the success in their teams. "As weathers shape mountains, problems shape leaders" (Kouzes & Posner, 2010). Thus, leaders crave the opportunity to learn that they need to face obstacles.

**d) *Enable others to act***

Leadership is a team endeavour. The succession of an organisation cannot complete their tasks individually, but collaboration and cooperation of entire population in an organisation is needed. Therefore, leaders must have *enabled others to act* behaviour for the collegiality in an organisation. Leaders foster the interpersonal skills, teamwork, trust, empowerment, self-respect and respect which can build up the self-confidence and strengthen the followers to produce extraordinary work. Leaders practising *enable others to act* can produce various viewpoints, more discretion, authority and information to produce remarkable results.

**e) *Encourage the heart***

Leaders practising the *encouragement to the heart* will give hope, pleasure, support, encouragement, praise and appreciation to the followers that are tempted to give up. This can be because of frustration, exhaustion, or they are unprovoked. Therefore, to keep up the team's spirit to the highest, leaders need to pay attention, show confidence, have a positive outlook, and show encouragement to their subordinates for the extraordinary results.

## 1.10 Definition of Concepts

This section will provide definition of concepts or terms to be used throughout the study. The concepts such as: principalship, teachers, secondary schools, emotional intelligence, leadership, transformational leadership.

### 1.10.1 The Principalship

The roles and responsibilities of principals are changing over time to reshape and restructure schools to become an outstanding and excellent school. “Principals are challenged to clarify their own values, beliefs, and positions and engage proactively with others in the designation and improvement of schools” (Ubben *et. al.*, 2011). Based on Sergiovanni (2009), effective principals will be concerned and responsible for “planning, organising, leading and controlling” the school.

- (a) *Planning* – The Principal will set the goals and missions and plan the effective programs to be implemented by the school
- (b) *Organising* – The Principal will try to bring together all the concerns such as the needs, financial concerns and resources to achieve the targeted goals.
- (c) *Leading* – As a leader in school, principal need to supervise, motivate and guide the followers.
- (d) *Controlling* – By doing evaluation, observation, obtaining and providing feedback, the school can be under principal’s control.

In this study, school principals are encouraged to build up the learning community with internal and external support. To manage the school well, the relation between emotional intelligence and practices of transformational leadership behaviours is applied. “In 1997, The National Association of Elementary and

Middle School Proficiencies for Principals (NAESP), which consisted of 96 proficiencies that are grouped into eight categories were used to define the expertise in principalship” (Ubben, 2011). The eight categories are: “Leadership behaviour, communication skills, group processes, curriculum instruction, assessment, organisational management, fiscal management and political management”. In this study, principalship refers to leadership behaviour (transformational leaderships) and communication skills (emotional intelligence, social skills) to manage and lead the school organisations.

### **1.10.2 Teachers**

A teacher is an individual to educate and teach pupils in the school. A teacher is a person who devotes their knowledge to pupils and students to be useful people. According to Lokman et. al. (2012), teachers are individuals who have been trained either at the institute or university to be able to produce educators from educational institutions. Here is a list of daily tasks of secondary school teachers:

- a) Prepare a lesson plan
- b) Perform test and evaluation questions
- c) Take student attendance
- d) Teaching subjects set by the administrator
- e) Work as directed from time to time.

In this study, teachers become the respondents to evaluate the emotional intelligence and transformation leadership behaviour in the principals. Teachers become the respondent because they working more closely to principals. In this study, the chosen teachers must have at least one year of service under the current principals. Therefore, they know better principal’s characters and behaviour more than others. So, teacher can examines emotional intelligence and transformational leadership behaviour of principals for getting more reliable data.

### **1.10.3 Secondary Schools**

Secondary school is the extension primary education system in educational institutions. In this study, researcher focuses on secondary schools in Johor Bahru by selecting five schools in Johor Bahru. Secondary education includes education at lower secondary level, which consists of remove or transition to form 3. Meanwhile, upper secondary education covers form four to form six.

In this study, secondary schools are government-aided schools. These schools are fully funded by the government of Malaysia in terms of physical facilities, instructors, textbook assistance, and maintenance assistance and administered by the State Education Department and the Ministry of Education. The selected schools have the population of teachers and students more than 700 for each school. A large numbers of populations in an organisation enable to examine the effectiveness of principals leading schools organisation. Especially, in terms of emotional intelligence and the leadership behaviour of principals to ensure effective teaching and learning.

### **1.10.4 Emotional Intelligence**

Intelligence is the perfection of mind to think, to understand others with the help of smartness and aptitude whereas emotional is the soul with a strong feeling such as grief, happiness and fear (Kamus Dewan, 2007). “Emotional Intelligence refers to the capacity to recognise our own feelings and those of others, to motivate ourselves, and for the managing of emotions in ourselves and our relationships” (Goleman 1998). Mayer and Salovey (1997), delineated emotional intelligence as the ability of reasoning which stimulates the thinking and accurately recognise the

emotions of his own and others. In other words, emotional intelligence is an intellectual growth (Tessema, 2010).

In this study, emotional intelligence refers to the capacity to recognise one's own feelings as principals and those of others such as teachers, students and parents, for the motivation of themselves and others as well. Emotional intelligence of principals in this study is based on Goleman's Theory of performance (1995) which focuses on the four domains of development competencies: (a) *self-awareness*, (b) *self-management*, (c) *social awareness* and (d) *social skills*. Through the high level of emotional intelligence, this enables principals to maintain and enhance good relationship between principals and others for the building up of a good organisation.

#### **1.10.5 Leadership**

According to Northouse (2010), leadership is defined as “a process whereby an individual influences a group of other individuals to achieve a common goal”. Leadership involves influence, for instance principals who lead schools must be influential, and that is, they are able to have effect on the teachers, support staff and students. In other words, without influence, leadership is non-existent. Based on Muhamad Jaafar (2007), leadership is the way of influencing an individual to work on a voluntary basis to achieve the objectives of the group or organisation. Meanwhile, Abdul Ghani (2009) defines leadership as an effort to influence the other party with formalities or informalities for the purpose of achieving the goal. Good leadership will always bring positive change to the development of the organisation.

In this study, leadership refers to the ability of principals to influence a group of individuals to achieve the objectives of the school. The principal's leadership is an effort to influence the other parties formally and informally for the purpose of

achieving the goal. Different levels of learning in schools are needed due to the variety of culture and lifestyle. If leadership is continued to be build up among leaders, be it principals or teachers, undoubtedly they are able to practise creative pedagogies, dealing with different ways teaching and learning. School organisational leadership occurs because there is a leader who is committed to improving the leadership among themselves for the development of new future leaders. Leadership in school is seen as vital for the success of reformation in addition to having great impacts in schools. Thus, in this study principal's leadership behaviour have been examines. Principals have to face the enormous challenge and multiple tasks to lead schools. Leadership is a medium for modification and reengineering for the schools. In other words, leadership is an important ingredient for schools to be able to change and boost school performance.

#### **1.10.6 Transformational Leadership**

Transformational leadership has been defined as the course of action of persuading, coaching and guiding individuals in an organisation through the continuous professional development which is able to stimulate and increase self-awareness among them in order to achieve organisational goals as well as improve their personal performance (Abdul Ghani, 2010). Transformational leadership also shows a strong commitment in the efforts of individuals that have agreed to accept the responsibility and shift the levels of motivation and moral values to the highest. Abdul Aziz (2003) defines transformational leadership as leadership attention and focus on the individual needs of developmental stage. He also underlined that transformational leadership not only has the ability to develop individual interests but also go beyond the personal interests of the individual.

In this study, transformational leadership is not an individual leadership but principals as school leaders who work to coordinate and control the organisation from the bottom, meaning “bottom to up”. Transformational leadership among the school leaders in this study is based on Kouzes and Posner (2007): the five exemplary leadership practices. The five exemplary leadership practices are: *model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*.

### **1.11 Summary**

In conclusion, emotional intelligence is important in the resemblance of cognitive capability to determine one’s effectiveness as a leader. Based on Ubben *et. al* (2011), “It is important that leaders work to develop all aspects of emotional intelligence in order to effectively lead their organizations”. To create successful learning communities in the school requires principals to have a good emotional understanding. Principals with good emotional understanding are able to understand their follower’s emotions, and this shall escort the interconnection of emotional responses in both directions. Thus, with the emotional engagement, the enhancement and retaining of a good relationship between principals and teachers towards the goal achievement can be guaranteed.

The leader of transformational leadership is the one who transform themselves and their own customs in continuous ways to be one step closer in becoming excellent leaders. The transformation of leadership has an impact on the environment, organisation, work group, interpersonal exchange, leadership behaviour, and understanding leadership itself (Abdul Ghani, 2010). Through the transformation processes, the concern of human development is evident by instilling positive characteristics.

On that note, leadership in education is the most vital for a school to achieve excellence in education, by improving school performance and helping principals deal with any kind of problem that arises in an organisation. Principals who practise transformational leadership behaviours in schools will not only master the skills of humanity, but also acts as a generator of change, as they are equipped with the skills to manage the problems and pressures faced by school staff. Good leadership is undoubtedly needed for the school's success. In a nutshell, a successful leader needs to master the "five practices exemplary of transformational leadership" which are: "*Model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart*" for the development of new and innovative, creative and effective techniques and pedagogies for leading schools.

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