



Modelling the Relationship Between Emotional Intelligence, Transformational Leadership and Job Performance Among Public School Leader in Malaysia

Nurul Hudani Md. Nawi	Faculty of Psychology and Education, Universiti Malaysia Sabah, Kota Kinabalu
Ma'rof Redzuan	Faculty of Human Ecology, University Putra Malaysia, Sedang, Selangor
Hanina Hamsan	Faculty of Human Ecology, University Putra Malaysia, Sedang, Selangor
Balan Rathakrishnan	Faculty of Psychology and Education, Universiti Malaysia Sabah, Kota Kinabalu
Sreehari Ravindranath	Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, India

ABSTRACT

This explanatory study tested a model within individual context the relationship among emotional intelligence, transformational leadership behaviour as well as the impact towards job performance. A total of 306 respondents i.e 132=Male; 174=Female from the educator leader in High School Performance (SBT) was participated in this study. Using a structured questionnaire consist of three sets of questionnaire in order to measure emotional intelligence (Emotional Competence Inventory) (ECI), transformational leadership behaviour (Multi-factor leadership questionnaire) (MLQ) and job performance were administered. The model was tested using Structural Equation Modelling; an acceptable level of model fit was found. It 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 .941 until .979), RMSEA (Root Mean Square Error of Approximation) also shows 0.070 (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 2.509, below 3. Therefore, the model is significantly fit and supports the data. SEM analysis shows that emotional intelligence is positively related to transformational leadership behaviour, and transformational leadership behaviour has a significant and positive relationship with job performance. 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.

KEYWORDS :

Introduction

Nowadays, most of organizations including schools are facing the challenges to manage with the speedily changing environment. Many organizations included educational institutions are influenced by instability associated with globalization, rapid development, constant innovation and rapid changes in stakeholder's expectations. Earlier researchers have shown significant changes in human behaviour in response to the changes happening in their surroundings (Piderit, 2000). Most of these changes relate to the leadership behaviours as well as emotional intelligence (EI). There is empirical evidence that leadership behaviour and EI have been essential keys to achieve organizational goals and to succeed in changing environment (Beer & Nohria, 2000). An appropriate understanding of pattern of relationship between leadership behaviour and emotional intelligence among school personnel is important to ensure the effectiveness of their services that they provide to the students as well as overall educational system. When intended to enhance quality of education, work performance in the institutions and intellectual discourse, the emphasis is on the importance of EI and leadership behaviour among school teachers playing their role as leaders in their respective organizational set up.

Theories of transformational leadership suggest that today and tomorrow's leaders must emotionally engage with their surroundings and followers to collectively perform beyond organizational expectations (Bass & Avolio, 1994). This is consistent as per Lopez-Zafra, Garcia and Jose (2008) stated that transformational leaders generally use emotional support and are able to spread their emotions concerning their own expectations. Hence emotional intelligence is of greater significance for leaders than for other members of an organization. (Goleman, 1998).

Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and in others. An emotional competence is a learned capability based on emotional intelligence that contributes to effective performance at work (Goleman, 1998). The EI construct has lately been defined as the ability to think intelligently about emotions and to use them to enhance intelligent thinking. According to Goleman (1995) emotional intelligence is a crucial determinant of job and career success. EI may even be more important than general mental ability for determining personality traits. According to Mayer, Salovey, and Caruso (2002) EI makes an individual proficient to identify his own emotions as well as others'. Using and understanding those emotions, and having the ability to manage those emotions are also required to develop a strong personality. In the case of managing emotions well, one must understand and be aware of the individual differences. Individual differences can be seen in the characteristics and behaviors that are owned by a person and that can be described as personality (Maccoby, 2009).

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 (1999) has seven components (self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, and conscientiousness and integrity). On the other hand, Daniel Goleman (1995 & 1998), 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) that listed 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, 2004; Petrides, Frederickson & Furnham, 2004). Hence emotional intelligence is characterized by some researchers as an ability, involving the cognitive processing of emotional information, which is accordingly 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 interesting 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 (Fox & Spector, 2000; 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 Furnham (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 construct, 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 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; Petrides, Pita & Kokkinaki, 2007). However, the ability of the trait EI in an academic setting is still unclear (Tok & Morali, 2009; Barchard, 2003). Consistent say that emotional intelligence as a construct has been shown to be an independent construct from the personality aspect (Caruso, Mayer & Salovey, 2002; McCrae, 2000; Zadal, 2004; Vakola, Tsaousis & Nikolauo, 2004; Shulman & Hemeenover, 2006). 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 finding shows that the relationship between emotional intelligence and personality is still far from clear.

For the current study, the authors retained the original items for translation 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. 2001). There are two types of leadership behavior 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, encourage 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 (Crosby, 1996). According to Clawson (2005) and Judge & 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 hopefully (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 will not make a great leader. This consistent with the finding by Palmer, Walls, Burgess, and Stough (2001) stated, EI has fast 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.

According to Barling et al. (2000) asserted that EI is associated with the three aspects of TL (idealized influence, inspirational motivation, and individualized consideration) and the contingent reward. This also consistent with the finding by Downey, Papageorgiou and Stough (2006) found 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.

Besides, a meta-analytical study by Harms and Crede (2010) mentioned that there is a significant relationship between transformational leadership behavior and emotional intelligence of the leaders. This consistent with past studies suggest that emotions play a crucial role in the perception of leaders and their emergence in groups (Pescosolido, 2002). Dasborough and Ashkanasy (2002) explained that emotions play a functional role in the leadership process.

Work performance

Benefits are deeply concerned by all organizations, while organizational benefits depend on individual work performance. It is the critical factor in developing the effectiveness and success of any organization. Thus work performance should be paid more attention.

Job performance is a multi-dimensional construct which indicates how well employees perform their task tasks, the initiative they take and the resourcefulness they show in organizing planning (Rothman & Coetzer, 2003). According to Campell, McCloy, Oppler & Sager (1993) work performance is an actions or behaviour that are relevant to the organization's goal and that can be scaled (measured) in terms of each individual's proficiency.

Job performance could be affected by situational factors, such as the characteristic of the job, the organization, co-workers and by dispositional factors. According to House, Shane & Herrold (1996) dispositional variables can be described as personality characteristic, needs attitudes, preferences and motives that result in a tendency to react to situations in a predetermined manner. Therefore, performance is widely agreed to be multi faceted concept (Suliman, 2001). Somers and Birbaum (1998) suggest that using multiple dimensional scales to study performances relationship with other variables is necessary to examine and understand the nature, significance and strength of these relationship.

Method

Research design

The authors opted for a cross-sectional design due to time constraints. Only the survey method was used due to the fact that this study is a fundamental type of study. It is meant to be the foundation for further studies.

Sample Procedure & 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's elements (Sekaran 1999). 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, Co-Curriculum of senior assistant, 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

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=44) 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 measures demo-

graphic information, emotional intelligence, personality trait, leadership behaviour 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.

The Emotional Intelligence Scale consists of 63 items for measuring global emotional intelligence in the present study. To assess leadership behavior, the questionnaire comprised 32 items adopted from Multifactor Leadership Questionnaire (MLQ5X). Work Performance Inventory, a 23-item scale for measuring job performances and the respondent were asked to express their opinion on the Likert scale point.

Data Collection & Statistical analysis

On the agreed meeting day, the researchers and assistants met, explained and invited potential respondents 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* and work performance. 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.

There were 321 (93.5%) respondents who completed the study from five selected locations (Zone 1 – Zone 5). But only 306 (89.2%) questionnaires were included in the analysis after screening process was done. In this study, the subjects were involved such as principals, senior assistant 1, senior assistant 2, Co-Curriculum of senior assistant and head of programme from 15 High Performance Schools (SBT) in Malaysia. The data were analyzed using *SPSS for Windows 16.00*. 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 criteria validity, inter-item correlation was conducted by using Pearson, it was indicated showing score MLQ5x range from .504 to .639, ECI range from 0.532 to 0.707 and work performance range from 0.516 to 0.714.

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

Measures	N	α -Cronbach
Emotional Intelligence Scale	306	.910
Multifactor Leadership Questionnaire	306	.884
Work Performance Inventory	306	.919

RESULT & FINDING

The respondent in this study consisted of 306 (92.7%) educator leaders of various education levels. 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 terms of gender, 132 (43.1%) of the respondents were male, and 174 (56.9%) were female, 107 (41.8%) of the respondents were between 41 and 50 years old, 102 (34%) were between 51 and 60 years old, 76 (14.7%) were between 31 and 40 years old and 21 (9.5%) were between 26-30.

Table 2: List of emotional intelligence and leadership behavior measure

Sub scale	Factor loading	AVE	Composite Reliability	Cronbach's Alpha
-----------	----------------	-----	-----------------------	------------------

Emo. Intelligence				
Q1_KD	0.87	0.820	0.948	0.910
Q2_PD	0.92			
Q3_SS	0.88			
Q4_PH	0.95			
Transformational				
IC_ind.constr	0.69	0.637	0.876	0.884
IM_ins.mot	0.88			
IS_inte.stim	0.77			
INF_insp.beha	0.84			
Job Performance				
Quality	0.80	0.742	0.896	0.919
Effective	0.91			
Affective	0.76			

In structural equation modeling, a notable condition in testing the fit of the measurement model is an assessment of its convergent validity. Table 2 shows the reliability measure for each sub-scale that make up the construct used in structural equation modeling (SEM). As shown in Table 2, all sub-scale loadings 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 & Larcker, 1981) and implies that each item loaded on expected constructs.

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. Among the two predictor transformational leadership was found to have a greater direct impact ($\beta = 0.337, t = 1.697, p < 0.001$) on job performance and exist direct impact of emotional intelligence was found in this empirical analysis ($\beta = 0.131, t = 5.931, p < 0.001$) on job performance. Emotional intelligence ($\beta = 0.131, t = 16.251, p < 0.001$) is observed to indirectly impacting job performance via another independent variable tested in this study, which is transformational leadership.

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

Path	Standardized Coefficient (β)	Standard error	t-value	p
Emotional intelligence transform	.131	.008	16.251	***
Emotional intelligence job performance	.189	.032	5.931	***
Transformational job performance	.337	.199	1.697	***

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

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 nonsignificant Chi Square Goodness of Fit (CMIN) should be referred to. Table 4 presents recommended values for the measurement model of fitness by using analysis of SEM.

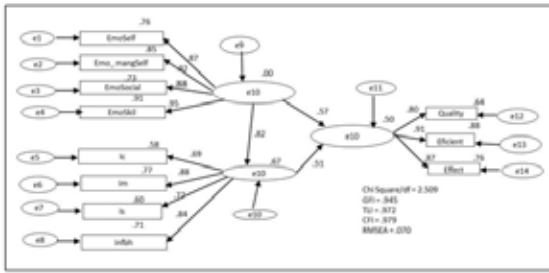


Figure 1 Structural Equation Model for Hypothesized Relationships

Table 4: Recommended Values for Measurement model of fitness

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

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 (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. is 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 1 presents the AMOS output of the relationship between emotional intelligence. Transformational leadership behavior and job performance for educator leaders.

Based on Table 5, result shows that Chi-Square value [$\chi^2 / df = 2.509$], 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 .070 (RMSEA <.08) 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 .941 until .979). 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, $p < 0.001$, $R^2 = 0.77$.

Table 5: Measurement model of fitness

Measurement of fitness	Index
i. Absolute Fit Index (AFI)	

Chi Squared Roots (X2)	102.904
Degree of freedom (df)	41
Chi-Squared Roots/df	2.509
ii.Incremental Fit Index (IFI)	.972
Tucker-Lewis Index (TLI), (>=.90)	.965
Normed Fit Index (NFI), (>=.90)	.954
Relative Fit Index (RFI), (>=.90)	.979
Incremental Fit Index (IFI), (>=.90)	.941
Comparative Fit Index (CFI),	.070
iii. Root Mean Square Error of Approximation (RMSEA)	
iv. Parsimony Fit Index (PFI)	.720
Parsimon Norma Fit Index(PNFI)	152.904
Akaike Information Criteria (AIC)	

Discussion

This study enhanced understanding of the effect of emotional intelligence with an emotion is response process mark as quality benchmark for the successful individual in every work setting. In the light of these results, it can be argued that a clear understanding of the importance of leaders' emotional intelligence may help organizations to improve their performance. This study contributes to the field of leadership, especially in terms of the impact EI based on style leadership. This consistent with DuBrin et al (2006) propose that how well a person manages his or her emotions and those of others can influence leadership effectiveness (DuBrin et al 2006; George, 2000; Rosete, 2005). Leadership is a social, emotion-laden process (George, 2000; Kerr et al 2006). Theoretical and empirical research has shown a positive relationship between emotional intelligence and transformational leadership (Brown & 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 behaviors that are supportive of organizational goals. High emotional intelligence leaders are better at understanding social context and emotional states than leaders with low emotional intelligence (Brown & Moshavi, 2005). Leadership is a two-way emotional process, where leaders recognize the emotional states and needs of their followers and attempt to influence these emotions in order to achieve a desired outcome (Kerr et al 2006). Emotional intelligence plays 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.

The finding supports the notion that emotional intelligence and leadership will improve the leader performance. This study supports that leadership and emotional intelligence at the organizational level is a prerequisite for successful organizational change to improve performance. For example, it implies that organization should provide an adequate conducive environment and training of EI for leaders. 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 consistently leadership style of behavior. As for the suggestion model, it indicates that the model fit the data implies that emotion intelligence and leadership behavior need to be pooled together to ensure an overall significant on competitive change and performance. 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.

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) and Joseph Newman (2010) revealed that the relationship between transformational lead-

ership 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 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 behaviour as the result indicates the fitness of the model and data.

Acknowledgements

The author wishes to express sincere appreciation to the Universiti Putra Malaysia, Universiti Malaysia Sabah, all educator leader in SBT for their extended long-term support and especially to supervisor Dr Marof Redzuan for his vast reserve of patience and knowledge. This article would never have been completed without the encouragement and devotion of my family and friends.

REFERENCES

- Abdul Ghani, Abd. Rahman & Mohammed Zohir. (2010). *Gaya-gaya Kepimpinan dalam Pendidikan*. Kuala Lumpur : PTS Publishing. | | Barbuto, J.E. & Burbach, M.E. (2006). The emotional intelligence of transformational leaders: A field study of elected officials. *The Journal of Social Psychology* 146(1):51-64. | | Barling, J., Slater, F., & Kelloway, E.K. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership and Organization Development Journal*, 21(3), 157-161. | | Barent, J.M. (2005). Principle level of emotional intelligence as influence on school culture. Thesis PhD. Montana State University, USA. | | Boyatzis, R.E., Good, D., & Massa, R. (2012). Emotional, social and cognitive intelligence and personality as predictors of sales leadership performance. *Journal of Leadership & Organizational Studies*, 19(2), 191-201. | | Boyatzis, R.E. (2002). How and why individuals are able to develop emotional intelligence. Dlm. Cherniss, C & Goleman, D. (pnyt). *The emotionally intelligence workplace*, hlm. 234-253. San Francisco: Jossey-Bass | | Boyatzis, R.E., & Sala, F. (2004). The emotional competence inventory (ECI). In G. Geher (Ed.), *Measuring emotional intelligence: Common ground and controversy*. New York: Nova Science. | | Caruso, D., Mayer, J.D., & Salovey, P. (2002). Emotional intelligence and emotional leadership. In R. Riggo & S. Murphy & F.J. Pirozzolo (Eds.), *Multiple intelligence and leadership*. Mahwah, NJ: Lawrence Erlbaum. | | Cavazotte, F., Moreno, V & Hickman, V. (2012). Effects of leader intelligence, personality and emotional on transformational and managerial performance, *The Leadership Quarterly*, 23. | | Cherniss, C., Grimm, L.G., & Liataud, J.P. (2010). Process-design training: A new approach for helping leaders develop emotional and social competence. *Journal of Management*, 29(5), 413-431. | | Coetzee, C. & Schaap, P. (2005). The relationship between leadership behaviour, outcomes of leadership and emotional intelligence. *Journal of Industrial Psychology*, 31(3), 31-38. | | Connelly, S., & Ruark, G. (2010). Leadership style and activating potential moderators of the relationships among leader emotional display and outcomes. *The Leadership Quarterly*, 21, 745-764. | | Dubrin A.J. (2007). *Leadership: Research findings, practice and skills*. New York: Houghton Mifflin Company. | | Druskat, V. U., & Wolff, S. B. (2001). Group emotional competence and its influence on group effectiveness. In C. Cherniss & D. Goleman (Eds.), *Emotional competence in organizations* (pp. 132-155). San Francisco: Jossey-Bass | | Gardner, L., & Stough, J.C. (2002). Examining the relationship between leadership and emotional intelligence in senior level manager. *Leadership and Organizational Development Journal*, 23, 68-78. | | Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, pp.78-90. | | Harm, P.D., & Crede, M. (2010). Emotional intelligence and transformational and transactional leadership: A meta-analysis. *Journal of Leadership & Organizational Studies*, 17(10), 5-17. | | Mandell, B., & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership style: A gender comparison. *Journal of Business and Psychology*, 17(3), 387-404. | | Murensky, C.L. (2000). The relationship of emotional intelligence, personality, critical ability thinking and organizational leadership performance at upper level of management. *Dissertation Abstract International: Section B: The Sciences & Engineering*, 61 (2-B), 1121. | | Yukl, G. (2007). *Leadership in Organization* (8th Ed.) Englewood Cliffs, NJ: Prentice Hall. | | Yung-Shu Wang & Tung-Chun Huang. (2009). The relationship of transformational leadership with group cohesiveness and emotional intelligence. *Social behaviour and personality*, 37(3), 379-392.