Research on effective leadership and emotional intelligence is growing. Yet, there still remains a gap on the relationships that exist between leadership and emotional intelligence especially on school effectiveness. Utilizing these connections, the main aim of this study was to identify the relationship of principals’ leadership style and emotional intelligence and on school effectiveness. This study utilized both quantitative and qualitative approaches in gathering the data for this study. A total of 115 school principals participated in this study for the quantitative analysis while 8 school principals participated in the qualitative analysis. A focus group interview was also conducted for the development of the School Effectiveness Indicator Instrument (SEII) that measured the level of school effectiveness. Two other instruments that were adapted for this study were Bass and Avolio’s Multifactor Leadership Questionnaire (MLQ5X Form) that identified the principals’ leadership styles, and Mayer - Salovey - Caruso Emotional Intelligence Test (MSCEIT) was used to operationalize emotional intelligence. The findings of this study are as follow. First, it indicated that the principals perceived themselves as exhibiting a highly transformational leadership style as compared to the other two leadership styles, namely transactional and laissez-faire. Second, it revealed that the principals assessed themselves as demonstrating more on managing emotions as compared to the other three emotional branches namely perceiving emotions, facilitating emotions, and understanding emotions. Third, it depicted that over the three years (2007 -2009), the schools in Sarawak occupied the three lower bands of school namely Band 3 (Fairly Low), Band 4 (Satisfactory) and Band 5 (High). Fourth, it revealed that there was a weak but significant relationship between the transactional leadership style and emotional intelligence while the other two leadership styles did not indicate any significant relationship. Fifth, there was no evidence to believe that principals’ leadership style scores was significantly related to school effectiveness. Sixth, the findings indicated the existence of significant relationships between EI branches and school effectiveness. Seventh, there was no significant relationship between gender and leadership style scores. Eighth, findings indicated no significant relationship between salary grade and leadership style scores and finally, in terms of gender and salary grade, there was no significant difference in the EI as a whole. From the findings of the study, training and other professional development programmes may be more precisely formulated to empower secondary school principals in Sarawak and also in Malaysia as a whole. It also proposes some dimensions and indicators for school effectiveness that can be used as guidelines in measuring the level of school effectiveness in Malaysian schools.

Quality management has long been established at the advent of Industrial Revolution. Since then, the widespread of quality management across the globe has been owed to the Western and Japanese quality gurus. Despite overwhelming influence of both cultures, contemporary scholars have consistently discussed Islamic perspectives of quality management since the 1990s. Their discussion is enlightened with primary sources of Islam, reflecting a plethora of Islamic values embedded in quality management practice. In parallel, a Malaysian national-level standard, the MS1900 or the Shariah-based Quality Management System has been established, aiming towards internalization of Islamic values. The standard initiates the ‘Organisational Values’ clause which requires organisations to apply, monitor and measure values application. Although MS1900 emphasizes on Islamic values measurement, existing scales used by organisations are self-developed and unstandardized. Yet, their validity information is ambiguous. Though the MRPI (Muslim Religiosity Personality Inventory) and IWE (Islamic Work Ethics) scale measure Islamic values, they apply for individual-level measurement and not focused on quality management. Moreover, literature-based scales are built on Western theoretical framework without due reference to Islamic substance. They are also being validated in the Western ambience. Such scales do not match the MS1900 aspirations. Thus, the main aim in this study is to develop and validate a measurement scale to assess Islamic values application in quality management, named the Islamic Quality Management Scale (IQMS). Following a systematic scale development process, the study proposed eight Islamic value dimensions grounded on relevant Quranic verses and Prophetic traditions. The argument on IQMS content validity was resolved via non-statistical expert review, followed by statistical Fuzzy Delphi analysis. Later, the reliability of IQMS was confirmed via Rasch Measurement Model. The results showed consistent reliability for both pilot test and actual test, indicated by Rasch analysis of item polarity, item fitness, unidimensionality, scale calibration, item dependency, item reliability and separation as well as person reliability and separation. Based on the analyses, eleven problematic items were removed. The removal was found substantially efficient as it improves the scale’s reliability. Thus, the main contribution of this study is the validated IQMS, consists of eight dimensions and 49 items. Additionally, resulted from Rasch analysis on item difficulty and person ability, the study also proposed a set of basic value practices which could inspire organisations planning for MS1900 certification. The study also proposed another set of advanced practices which could improve value application among MS1900 certified organisations. The basic and advanced practices were the value added in this study since the MS1900 is silent on that matter. The IQMS is significant as it contributes to three relevant parties; the policy makers for value application index, the certification body for external auditing purposes and organisations for internal auditing purposes. However, the study was confined to scale development and did not involve any hypotheses testing.