

EXAMINING THE RELATIONSHIP BETWEEN PRINCIPALS'
LEADERSHIP STYLE AND THEIR LEVEL OF EMOTIONAL INTELLIGENCE



RESEARCH MANAGEMENT INSTITUTE (RMI)
UNIVERSITI TEKNOLOGI MARA
40450 SHAH ALAM, SELANGOR
MALAYSIA

BY :

PROF. MADYA DR. LAU NGEE KIONG
SUEB HJ. IBRAHIM

SEPTEMBER 2012

Contents

1. Letter of Report Submission.....	v
2. Letter of Offer (Research Grant).....	vi
3. Acknowledgements.....	vii
4. Enhanced Research Title and Objectives.....	viii
5. Report.....	1
5.1. Proposed Executive Summary.....	1
5.2. Enhanced Executive Summary.....	2
5.3. Introduction.....	4
5.4. Brief Literature Review.....	6
5.5. Methodology.....	13
5.6. Results and Discussion.....	17
5.6.1 Profile of the School principals.....	17
5.6.2. Profile of the Raters.....	19
5.6.3. Leadership style as perceived by the principals in the state of Sarawak.....	22
5.6.4. Leadership style as perceived by the principals with the salary grade of DG 52/54.....	24
5.6.5. Leadership style as perceived by the principals with the salary grade of DG 48.....	25
5.6.6. Leadership style as perceived by the principals with the salary grade of DG 44.....	26

5.6.7. Leadership style of the principals in the state of Sarawak as perceived by the raters.....	27
5.6.8. Levels of emotional intelligence as rated by the principals in the state of Sarawak.....	29
5.6.9. Levels of emotional intelligence as rated by the principals from the salary grade of DG 52/54.....	30
5.6.10. Levels of emotional intelligence as rated by the principals from the salary grade of DG 48.....	31
5.6.11. Levels of emotional intelligence as rated by the principals from the salary grade of DG 42.....	32
5.6.12. Relationship between principals' leadership and emotional intelligence.....	33
5.6.13. Relationship between transformational leadership and emotional intelligence.....	35
5.6.14. Relationship between transactional leadership and emotional intelligence.....	35
5.6.15. Relationship between laissez-faire leadership and emotional Intelligence.....	36
5.7. Conclusion and Recommendation.....	37
5.8. References / Bibliography.....	41
6. Research Outcomes.....	45

5. Report

5.1. Proposed Executive Summary

As the context of leadership is changing, to lead effectively will be critical to the long-term success of organizations. Therefore, school principals will need to combine several leadership qualities in order to succeed. School principals have to develop their rational in establishing which leadership style will result to high performance outcomes and leadership effectiveness. Thus, the nature of the leader's emotional connectedness to others is apparently in the growing interest in numerous studies on the effect of emotional intelligence on leadership. Moreover, at present, there seems to be increasing attention being given to organizational life and leadership and general agreement about the need to incorporate the role of emotion into research on educational leaders.

To be effective school leaders in pursuit of effective leadership, there should be a significant link between principals' leadership style and their level of emotional intelligence and how this link can be a driving force that can bring an impact on their leadership effectiveness. Moreover, to build the leadership capacity necessary for effective leadership, school principals will not only need to possess effective leadership style, but also well-developed social and emotional skills. A high IQ can do much to resolve leadership challenges; however, without allowing the heart to intervene, one is at disadvantage in being an effective leader (Chernise & Adler, 2000; Goleman, 1995; Ryback, 1998). Therefore, utilizing these connections, this study seeks to identify the connection of principal's leadership style and emotional intelligence.

The main aim of this study was to identify the relationship between principals' leadership style and their level of emotional intelligence. Although research on emotional intelligence and effective leadership is growing, there still remains a gap on the relationships that exist between emotional intelligence and leadership. This study sought

5.3. Introduction

Educational change has been a constant element of educational systems and institution. Leadership in times of change is a highly emotionally charged activity and there is now a widely held view that there is a need to incorporate the role of emotions on educational leaders. The emotional role of the leader is of particular importance in times of change and reform which explains the growing interest in the significance of emotional intelligence in leadership (Harris et al., 2003). Emotions convey information about relationships and therefore leaders with emotional intelligence might be more socially effective than others in certain respects (Caruso et al., 2002). It has been suggested that a leader's success depends partly on the understanding of emotions in leaders themselves and others and the ability to manage these effectively.

Due to the continuing restructuring initiatives in education, views of school leadership are also continuing to change (Curry, 2008). Leaders need to collaboratively define the essential purpose of teaching and learning, and then empower the entire school community to become energized and focused in this pursuit. In effectively maintaining and achieving positive standards of performance, leaders keen to promote and demonstrate their styles of leadership. For instance, transactional leadership can be used to communicate to followers the work that must be accomplished. Furthermore, transactional leader demonstrates how work will be done and uses rewards when work is completely successful (Avolio et al., 1991).

As for transformational leaders, they attempt to maintain and communicate a vision of where their group or team is headed. They concentrate on viewing problem situations as opportunities and take an active interest in developing individual employee relationships. Transformational leaders also aggressively address a crisis or problem situation and actively motivate their followers to pursue alternative and creative methods resulting in successful organizational change (Avolio et al., 1991; Yukl, 1999).