

THE RELATIONSHIP BETWEEN ADMINISTRATIVE ACADEMIC STAFF'S
LEADERSHIP STYLES AND THEIR LEVEL OF EMOTIONAL INTELLIGENCE :
A CASE STUDY IN UiTM SARAWAK



RESEARCH MANAGEMENT INSTITUTE (RMI)
UNIVERSITI TEKNOLOGI MARA, SARAWAK

BY :

DR. SUEB IBRAHIM

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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, academic leaders at higher education institutions need to combine several leadership qualities in order to succeed. Academic leaders 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 increasingly attention being given to organizational life and leadership and general agreement about the need to incorporate the role of emotion into research on academic leaders at higher education institutions.

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 at higher education institutions such as colleges and universities. Utilizing these connections, the main aim of this study was to identify the relationship of administrative academic staff's leadership styles and their level of emotional intelligence. This study utilized the quantitative approach in gathering the data for this study. A total of 20 administrative academic staff of UiTM Sarawak participated in this study. Two adapted research instruments that were used for this study were Bass and Avolio's Multifactor Leadership Questionnaire (MLQ5X Form) that identified the administrative academic staff's leadership styles, and Mayer - Salovey - Caruso Emotional Intelligence Test (MSCEIT) as used to operationalize emotional intelligence. The findings of this study were as follow. First, it indicated that the administrative academic staff 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 administrative academic staff 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 revealed that there was a weak but significant relationship between the transactional leadership relationship and emotional intelligence while the other two leadership styles did not indicate any significant relationship. Fourth, there was no significant relationship between gender and leadership style scores. Fifth, 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 emotional intelligence scores. From the findings of the study, training and other professional development programmes may be more precisely formulated to empower administrative academic staff of UiTM Sarawak and also in other UiTM branch campuses as a whole.

5.2. Enhanced Executive Summary

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 at higher education institutions such as colleges and universities. Utilizing these connections, the main aim of this study was to identify the relationship of administrative academic staff's leadership styles and their level of emotional intelligence. This study utilized the quantitative approach in gathering the data for this study. A total of 20 administrative academic staff of UiTM Sarawak participated in this study. Two adapted research instruments that were used for this study were Bass and Avolio's Multifactor Leadership Questionnaire (MLQ5X Form) that identified the administrative academic staff's leadership styles, and Mayer - Salovey - Caruso Emotional Intelligence Test (MSCEIT) as used to operationalize emotional intelligence. The findings of this study were as follow. First, it indicated that the administrative academic staff perceived themselves as exhibiting a highly

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 academic leaders at higher education institutions. 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 higher education institutions, views of academic leadership are also continuing to change (Curry, 2008). In effectively maintaining and achieving positive standards of educational performance, academic 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 are 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).

Unlikely, for laissez-faire leaders, they exercise little control over one's group and leave individuals to sort out their roles and to successfully complete their work and there are environments where it can prove to be effective (Bass, 1997). However, studies have shown that leaders promoting this style of leadership demonstrate deficits