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JOB PERFORMANCE: STRUCTURAL MODELLING THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND TRANSFORMATIONAL LEADERSHIP

Abstract:

This study aims to investigate the effects of emotional intelligence and the impact of transformational leadership behaviour towards job performance. Sample of the study was comprised of 306 (Male =132; Female =174) public school personnel as leaders in their respective environments, such as principal, senior administrative assistant, senior assistant student affairs (HEM), senior assistant curriculum, the heads of the four departments set by the Ministry of Education i.e. Heads of Humanities and Religion, Science and Math, English, and Engineering & vocational as well as members of general committee from High Performance Schools (SBT) in Malaysia. Emotional Competence Inventory (ECI), Transformational Leadership Behaviour (Multi-factor leadership questionnaire) (MLQ) and job performance were used to measure EI, transformational leadership and job performance accordingly. The structural equation modelling (SEM, a multivariate technique, via Analysis of Moment Structure (AMOS) computer software version 20.0 was utilised to empirically test and estimate the hypothesised relationship between constructs. Results revealed that emotional intelligence is positively related to transformational leadership behaviour, and transformational leadership behaviour has a significant and positive relationship with job performance. Among the two predictors, transformational leadership was found to have a greater direct impact on job performance and exist direct impact of emotional intelligence was found in this empirical analysis on job performance. On a practical note, the assessment of psychological constructs in school setting e.g.; EQ and leadership behaviour could possibly assist in enhancing the work performances in delivering huge benefits to the society especially in the educational contexts. Finding of the present research can help to improve overall organizational behaviour and productivity resulting in optimum service delivery to the stakeholders within educational system in Malaysia.

Keywords:

Emotional intelligence, personality traits, leadership behaviour, job performance, educator leader.

1. 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 behaviour 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).

2.   LITERATURE REVIEW

2.1   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 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, Salavey & Caruso, 2004; Petrides, Frederickson & Furhnam, 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 Fruhnam (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 ones' ability to recognize, process and utilize emotion-laden information. Petrides and Furhnam (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).

2.2 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.

2.2.1 Transformational Leadership

The transformational leadership focuses on what the leader accomplishes rather than on the leader's personel 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.

2.2.2   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.

2.3   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.

3. Method

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.

3.1 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.

3.2 Instruments

The questionnaire pack comprises sections that measures demographic information, emotional intelligence, personality trait, leadership behaviour and work performances. The Emotional Intelligence Scale consists of 63 items for measuring global emotional intelligence in the present study. To asses leadership behavior, the questionnaire comprised 32 item adopted from Multifactor Leadership Questionnaire (MLQ5X). Work Performances Inventory, a 23 item scale for measuring job performances and the respondent were asked to express their opinion on the likert scale point.

3.3 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.

4. RESULT & FINDING

According to Table 2, the total number of respondents is 306 where the number of male respondents is, 132 and the female respondent is 174. Overall, there are slightly more female respondents (in terms of percentage) which indicated 13.8% difference. The data also show that the largest group of respondents from the age group of 41 to 50 years old makes up 41.8 percent of the total respondents. The second largest age group comes from the age group of 31 to 40 years old amounts to 34 percent from the group. The next age group of 51 to 60 years old has a percentage amount of 14.7 percent. Lastly, the lowest number of respondents in the current study respondents comes from the age group of 26 to 30 years old totaled 9.5 percent of the research respondents.

Table 2 also shows the number of respondents grouped according to their level of education. The table also shows the number of respondent group accordingly in percentage. The number of respondents with the level of education of STPM amounts to 1.00 percent of the total study respondents. The respondents with the level of Diploma formed 1.3 percent of the study. The next category of Degree registered a percentage of 83.3. The following respondents with the level of Post- Degree make up a percentage of 14.1. Finally the percent of respondents with the level of PhD is 0.3. At the Table 2 shows, the largest group of respondents in this study belonged to the education category of Degree, followed by the category of Master. The third largest category belongs to respondents from the Diploma category.

With regard to length of service, 35% of respondents had more than ten years of working experience and it was the highest percentage, followed by 33.3% of respondents with working experience for more than 20 years. Meanwhile, 24.8% of respondents has working experience for 5 to 10 years. Only 6.9% of respondents have a term of less than five years. Overall, respondents' teaching experience as leading educators in high performance schools was found to be scattered. From this data, it could be assumed that most of those who teach in high performance schools (HPS) had more than 10 years of working experience since the HPS program is introduced in Malaysia and their tenure track showed that most of them were willing to deal with the complex changes in the working environment.

Table 2: Demography of respondent

Aspect of Demography	Frequency	Percent (%)
Gender		
Male	132	43.1
Female	174	56.9
Age		
26 - 30 years	21	9.5
31 - 40 years	76	14.7
41 - 50 years	107	41.8
51 - 60 years	102	34
Level of education		
STPM	3	1.0
Diploma	4	1.3
Degree	255	83.3
Master	43	14.1
Phd	1	0.3
Duration of service		
Less than 5 years	21	6.9
5 - 10 years	76	24.8
11 - 20 years	107	35
More than 20 years	102	33.3
Position		
Principal	4	1.3
Senior assistant 1	39	12.7
Senior assistant 2	54	17.6
Head of programme	209	68.3

Table 3: List of emotional intelligence and leadership behavior measure

Sub scale	Factor loading	AVE	Composite Reliability	Cronbach's Alpha
Emo. Intelligence				
Q1_KD	0.87			
Q2_PD	0.92	0.820	0.948	0.910
Q3_SS	0.88			
Q4_PH	0.95			
Transformational	0.69			
IC_ind.consdr	0.88	0.637	0.876	0.884
IM_ins.mot	0.77			
IS_inte.stim	0.84			
INF_insp.beha				
Job Performance	0.80			
Quality	0.91	0.742	0.896	0.919
Effective	0.76			
Affetive				

Table 3 shows the reliability measure for each sub scales that make up the construct used in structural equation modeling (SEM). As shown in Table 3, all sub scale loading 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 4 shows the path relationship between endogenous and exogenous constructs namely emotional intelligence and leadership behavior (which is the IV or predictors) and job performance which are the element (DV) of study. Among the two predictor transformational leadership was found to have a greater direct impact (β =0.337, t = 1.697, p< 0.001) on job performance and exist direct impact of emotional intelligence was found in this empirical analysis (β =0.189, t = 5.931, p< 0.001) on job performance .Emotional intelligence (β =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 4: Regression weights for the relationship between emotional intelligence, transformational leadership and job performance.

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

5. 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 refer too. Table 4 presents recommend values for the measurement model of fitness by using analysis of SEM
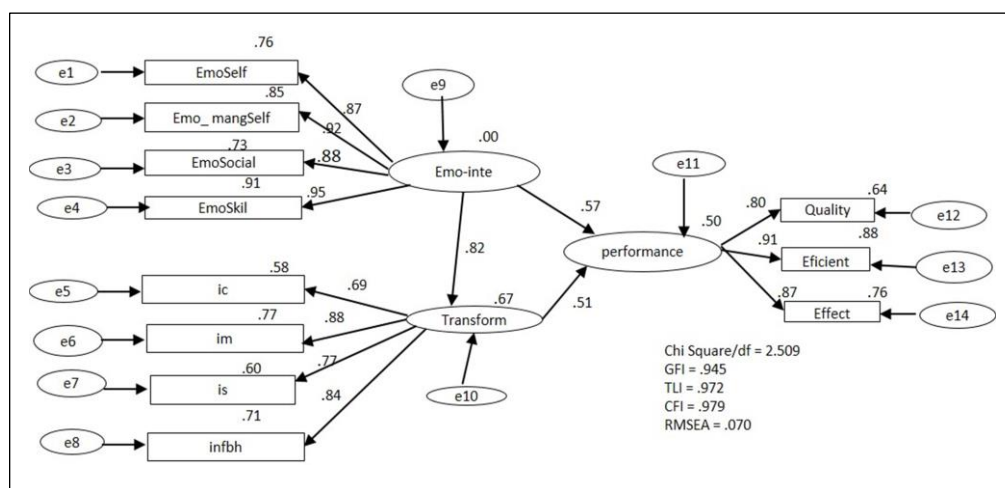
Table 5: Recommended Values for Measurement model of fitness

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

The result analysis in Table 6 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 6, result shows that Chi-Square value [$X2 /df = 2.509$], in this case the ratio of X2/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, $R2 = 0.61$, and transactional leadership, p< 0.001, $R2 = 0.77$.

Table 6: 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)	

6.   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 l 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 organisational 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.

7. 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 leadership 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 supportive networks (Kerr et all 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 provide preliminary evidence for the relationship between emotional intelligence and leadership behaviour as the result indicates the fitness of the model and data.

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