

## **The Effect of Emotional Intelligence on Transformational Leadership Style Towards Teacher's Organizational Commitment: A Pilot Test**

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### **Abstract**

*This research focuses on the effect of emotional intelligence as a predictor between the relationship of transformational leadership style towards teachers' organisational commitment. The purpose of the research is to examine is there any finding found between direct and indirect significant effect of transformational leadership style on teachers' organisational commitment with emotional intelligence define as a mediator. Hundred respondents of daily secondary school teachers in Terengganu were chosen to answer the questionnaire for a pilot study. Exploratory Factor Analysis (EFA) need to be done to find the value of the factor loading for each item must be that greater than 0.6 which fits for the research. The data is suitable to proceed for an analysis of Exploratory Factor Analysis (EFA) if the value for Kaiser Meyer Olkins (KMO) and Bartlett Test of Sphericity achieve the significant level ( $p < 0.05$ ) which indices the accuracy of EFA result and the value of K should be higher than 0.60 as proposed. The reliability test needs to be done to find the value of Cronbach's Alpha which was greater than 0.6 and must be accepted. To conclude, the suitability test of the instruments which was adapted from previous study to the population and situation of the research are admissible.*

**Key-words:** Emotional Intelligence, Transformational Leadership, Teacher's Commitment.

## **1. Introduction**

Schools leadership is identified as most critical factor for school to be succeed, Abu-Tineh et al. (2008). On a similar note, Fullan (1992) reiterated that, in schools reform efforts, the leaders become the main role for providing guidance and ideas to enhance students' learning and built-up teachers' professionalism. According to Geijsel, Sleegers, Leithwood and Jantzi (2003) teachers' commitment is well known as an important aspect for the success of school reform. Meanwhile, leadership is proven as a critical antecedent for an organisational commitment. Shainker, Zakay, Brein, and Popper (1998) in their study proxied that transformational leadership shows the big impact on the principle of motivating subordinates toward completing the task. The acceptance of leaders' vision and mission represent on how they influence the commitment among the subordinates. Similarly, Bass and Avolio (1994) asserted the good impact of transformational leaders' organisational commitment among their subordinates. According to Mayer and Salovey (1997) emotional intelligence is known as a set of abilities to accurately assess the emotions of self and others, regulate the emotions to achieve the desired state and use the emotions towards achieving the expected performance. Emotional intelligence has been defined differently by different authors but the objective of having this intelligence is similar; to achieve the desired emotional level. As a result, the employees can attain their expected performance. Leaders with high emotional intelligence can correctly scan the organizational environment, weigh the possible consequences of their actions, and select the most appropriate leadership styles acceptable by the followers.

## **2. Literature Review**

In the literature review, there are teacher's organizational commitment, Transformational Leadership Style and Emotional Intelligence will be discussed in detail their relationships.

### **2.1. Transformational Leadership Style and Teacher's Organisational Commitment**

According to Mowday (1998), the achievement of the organization, the good commitment among employees and the satisfaction in work comes from the effective leaders. In the study of transformational leadership styles on teachers' organizational commitment, it seems that transformational leadership styles correlated to the level of teacher's commitment. In school context, the ineffective principals may influence the teachers from keep on staying in the organization. The professional leaders are needed to setup the educational policies and teacher's commitment.

According to Gumus et al 2013, in his study on principals' leadership style define that transformational and democratic styles has a significant relationship on teacher's organizational commitment. The democratic leaders practice shared decision making with their employees. They give their employees fully maximum opportunity in deciding and choose their own right.

The weaknesses in this study are the research only focus on principals' leadership style in context to create the good commitment without considered other variables that should practices by the principals to be a good leader. In Hamidi and Azizi (2012), in the line of transformational leadership style, other researcher also defines that principals who used transformational leadership style impacted the teachers to stay commit to the organization. Hence, it built up interpersonal and intrapersonal skills among teachers. Compared to the other styles, transformational principals able to achieve the school mission easily. The level of satisfaction and commitment will increase as well as their desire to keep along together with the organization toward success. In Raman, Mey, Don, Daud and Khalid (2015) in their research in Sungai Petani, Kedah defines that the transformational leadership style can give the impact toward teachers' commitment and enhance their working desire.

The result showed that the leaders that practice this style will lead the organization towards a positive achievement. All the four dimensions in transformational leadership style show higher correlation with teachers' commitment. The level of educational background does not influence his/her leadership practices. The transformational leadership practice brings out the good changes in administration and management of the school in Kedah.

## **2.2. Transformational Leadership Style and Emotional Intelligence**

According to Badrui-Harun, Zainol, Amar and Sheri (2016) proposed to investigate the concept in the field of oil and gas sector in Malaysian context and found that manger effectiveness is totally based upon the emotional intelligence capabilities of the managers. And the relationship between transformational leadership and leader's effectiveness is strongly mediated by emotional intelligence capabilities, while the relationship between EI and transactional leadership was insignificant. Another study was conducted by (Khan, Awan, Yasir, Mohammad, Shah, Qureshi, & Zaman, 2014) investigate the role of leaders EI as a possible mediator between leadership styles and employee's commitment. Based on Saif et al. (20 16) defined that transformational and transactional leadership style showed the significant relationship on notional intelligence and leadership effectiveness.

Emotional intelligence fully mediates the relationship between transformational leadership style and leadership effectiveness while transactional leadership style partially mediates by emotional intelligence. The research was conducted among the employees from the banking sector in Islamabad. It seems that emotional intelligence is the predictor between leadership style and leadership effectiveness. The findings correlated with other previous researcher that also showed leader's emotional intelligence has a significant relationship with their leadership styles. The study of transformational leadership style and emotional intelligence seems to show higher interest for the researchers. It's quite difficult to define the connection between transformational leadership and emotional intelligence.

It shows that transformational leaders show higher tendency to posit a good leader compared to the transactional leaders. To be succeed, the transformational leaders need to be in the line with the high degree of emotional intelligence. According to Abraham (2000) leaders who exhibit the high degree of emotional intelligence will be more committed and shows extra happiness in conducting their work, able to achieve the organization goals (Miller, 1999) perform good qualities in working sector (Goleman, 1998; Watkin, 2000) and posit the positive emotions when selecting the right decisions, built up trusty and cooperation with the other employees through the interpersonal relationship (George, 2000). Therefore, it is important for each transformational leader to manage their emotional intelligence effectively, to make sure that they able to manage their own and subordinate's negative and positive emotions.

### **2.3. Emotional Intelligence and Teacher's Organisational Commitment**

Despite there is a theoretical link, there's still little empirical research that investigate the relationship between emotional intelligence and teacher's organisational commitment. It has been found from the different of research study that the leaders who exhibit high degree of emotional intelligence utilise their positive side of emotional intelligence to enhance the quality of their decision in an organisation. A good control of organisational setting comes from the level of their emotional intelligence. Organisational productivity will be increase because of the strong relationship between the leaders and their followers in the organisation (Chi, et all 2007). The level of leader's emotional intelligence brings up the good inspiration towards their followers. The success of the principals is when they able to create great ideas, achieve the school mission and the objectives and increase the level of teacher's motivation towards organization achievement are those leaders who posits high sense of emotional intelligence. Leadership style is the import ant element in organizational

commitment. According to Gerhard (2004), principals need to create a good relationship with the teachers to upgrade the level of commitment and job performance among them.

Saleem et al (2017), in their study which is to investigate the relationship of principals' leadership style with emotional intelligence reveal that the principals with high level of emotional intelligence tend to result the positive impact on teachers' organisational commitment. Hur, Berg and Wilderom (2011) in their quantitative study using SEM found that transformational leadership acts as a mediator in the relation of emotional intelligence and the team outcomes. The data were collected from 859 employees which has been working in 55 teams in a South Korean public-sector organization. The results were analysed based on the outcomes from the group level. Transformational leadership related with the great emotional intelligence. It reborn the effective leaders in an organisation. There are many researchers found that the emotional intelligence has a relationship on the transformational leadership model. The emotional intelligence leaders seem to be more efficient in their job and capable to create an effective team. Transformational leadership behaviour helps to rebuild the level of service climate. Furthermore, as higher emotional intelligence leaders, they need to be high potential and full of competence.

### **3. Methodology**

The questionnaire has been distributed to 100 daily secondary school teachers in Terengganu. The questionnaire was divided into four sections which are A, B, C, and D (refer Appendix A). Each item was measured using the Likert scale technique through a 10-point Likert. In the section A, the questions explore the demographic profile of the respondents. It consists of the respondent's profiles such as gender, age, educational background, and teaching experiences as a teacher. The demographic section important in summarizing the results according to the demographic aspect. In section B, the questions consist of 11 questions regarding teacher's organisational commitment adopted from Meyer and Allen (1991). While in Section C, the questions related to transformational leadership style of principals consist 16 questions from MLQ (SX- short) adopted form Bass and Avolio (1995). Thus, in section D, the 16 questions of Emotional Intelligence adopted from Wong's Emotional Intelligence Scale (WEIS, 2002). EFA and reliability test were analysed using Statistical Packages for Social Science (SPSS).

## 4. Result and Discussion

In the pilot study, 100 of sample size are collected to perform the exploratory factor analysis to determine the factor structure before moving on to field study. According to Comrey and Lee (1992), the acceptable sample size for EFA is 100 and above. In this case, the theory suggests three factors (Transformational Leadership Style, Emotional Intelligence, and Teacher's Organisational Commitment) need to be determined to identify the strength of each item at their correspondent construct.

### 4.1. Factor Analysis

Table 4.1- Factor Analysis

Variable	KMO (Sampling Adequacy)	Chi Sq	Df	Sig
Transformational Leadership Style	0.964	1323.734	120	0.000
Emotional Intelligence	0.921	873.848	120	0.000
Teacher's Organisational Commitment	0.936	942.448	120	0.000

The Table 4.1 shows the result of Kaiser Meyer Olkins and Bartlett Test of Sphericity for all the three variables. Based on the finding collected, Bartlett test shows the significant level is exist ( $p < 0.05$ ) which indicates that the data is suitable to proceed an analysis of Exploratory Factor Analysis (EFA). To measure to what extent, the accuracy of EFA result, the KMO should be higher than 0.60 as proposed by Tabachnick & Fidell (2011). In this case, the value of KMO for transformational leadership style is 0.964, emotional intelligence is 0.921 and for teacher's organisational commitment is 0.936.

Table 4.2- Factor Loading for Each Item Based on Construct

Factor Loading for Each Items Based on Construct					
Transformational Leadership Style		Emotional Intelligence		Teacher's Organisational Commitment	
TL 1	0.823	EI 1	0.75	TO 1	0.852
TL 2	0.819	EI 2		TO 2	0.858
TL 3	0.796	EI 3	0.793	TO 3	0.776
TL 4	0.826	EI 4		TO 4	0.786
TL 5	0.842	EI 5	0.801	TO 5	
TL 6	0.833	EI 6	0.805	TO 6	0.783
TL 7	0.752	EI 7	0.828	TO 7	0.801
TL 8	0.816	EI 8	0.799	TO 8	
TL 9	0.809	EI 9	0.866	TO 9	0.786
TL 10	0.8	EI 10		TO 10	0.747
TL 11	0.85	EI 11	0.739	TO 11	0.837
TL 12	0.802	EI 12	0.729	TO 12	
TL 13	0.84	EI 13	0.785	TO 13	0.831
TL 14	0.84	EI 14		TO 14	0.816
TL 15	0.768	EI 15	0.808	TO 15	
TL 16	0.832	EI 16	0.713	TO 1 6	0.827

To determine the value of indicator loading as in the Table 4.2, the component matrix needs to be tested. Kline (2015) stated that, the component matrix shows the result of factor loadings and the result can be obtain using varimax rotation. Based on the output given, all items are retained in the model since the value is more than 0.60. Among all this items, item TL11 is the most important to measure the Transformational Leadership Style construct. While for emotional intelligence construct, four items were deleted from this model due to the poor factor loading which are item EI 12, EI 14, EI 10, and EI 14. Those items carry factor loading below than 0.60 which is insignificant to retained in the model. Based on the output given, four items were deleted from Teacher’s Organizational Commitment due to poor factor loading which are TOC 5, TOC 8, TOC 12 and TOC 15.

#### 4.2. Reliability Analysis

The design of organizing the pilot study was to analyze the questionnaire reliability. Below is the result of reliability analysis for the pilot study as given in the Table 4.3.

Table 4.3- Reliability Statistics

Variables	Cronbach's Alpha	Number of Items
Transformational Leadership Style	0.966	16
Emotional Intelligence	0.944	12
Teacher's Organisational Commitment	0.952	12

The Table 4.3 showed the result Cronbach’s Alpha for the variables after delete the items with the low level of factor loading value based on the EFA that have been done. It showed that all three variables achieved the valued needed for Cronbach’s Alpha > 0.6 with the new number of items. Therefore, all the variables suit the level of reliability to proceed for the field study.

#### 5. Conclusion

From the reliabilit y test that has been done, it shown that the independent, dependent variables and mediator achieved the high Cronbach’s Alpha with the value bigger than 0.6. Therefore, the adopted instruments used for the population were accepted for the research. For the normality test. There are many types of protection even though in teachers’ commitment, life, house, accident, sues by students, vehicles, fire, flood and others (Azhar et. al., 2017). The teachers are needed to take protection such as insurance or takaful (2019a, 2019b, 2017, 2012(a), 2012(b) and 2012(a). 2012(b)

and 2012(c)). But in getting health quality services in school, teacher will face sue by students and protections to cover their life and accident by using takaful or insurance.

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