UNIVERSITI PUTRA MALAYSIA

RELATIONSHIPS BETWEEN EMOTIONAL INTELLIGENCE, LEADERSHIP BEHAVIOR AND ORGANIZATIONAL COMMITMENT WITH ORGANIZATIONAL READINESS FOR CHANGE IN A MALAYSIAN INSTITUTE OF HIGHER LEARNING

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Abstract of the thesis presented to the Senate of the University of Putra Malaysia in partial fulfilment of the requirement for the Degree of Doctor of Philosophy

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January 2008

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Faculty **:** **Educational Studies**

The purpose of this study was to investigate the relationships between emotional intelligence, leadership behavior (Transformational and Transactional) and organizational commitment (affective, normative and continuance) in influencing perceptions and responses of organizational readiness for change among the academic staff in a Higher learning Institution. Specifically, the study attempted (1) to determine the level of organizational readiness for change, organizational commitment, emotional intelligence and perceived leadership behavior exhibited in UiTM; (2) to determine the relationship between emotional intelligence, perceived leadership behavior, organizational commitment and organizational readiness for change; (3) to determine the contribution of the significant

predictors variables towards explaining the variance of the criterion variables; (4) to determine whether organizational commitment is a moderator variable for the relationship between emotional intelligence, perceived leadership behavior and organizational readiness for change among the academic staff of UiTM. This is a descriptive-correlational research study. It was based on conceptual framework that combined part of adapted model from organizational development and change theory (Lewin, 1947, Burke-Litwin, 1992) and the Three-Component Model (TCM) of organizational commitment developed by Meyer and Allen (1991, 1997). A total of 168 academic staff of UiTM participated in this study. They were selected based on cluster sampling from the main and branch campuses through Malaysia. Data were collected using the survey method and were analyzed using both descriptive and inferential statistics.

This study provided empirical evidences that the academic staff of UiTM perceived that the organization is ready for change. The findings also showed that generally the academic staff has high level of emotional intelligent competencies, moderate level organizational commitment and perceived their superiors having moderate transformational and transactional leadership style. In term of the relationships between dependent and the independent variables, the result revealed that there was a positive and moderate linear relationship between overall scores of emotional intelligence, its clusters scores and organizational readiness for change. Besides, there was a positive and moderate linear relationship between transformational,

transactional leadership behavior and organizational readiness for change. The relationship between affective commitment and organizational readiness for change showed a positive and moderate linear relationship. However, there was positive and low linear relationship of normative and continuance commitment and organizational readiness for change.

In terms of determining the contributions of the significant predictive power of emotional intelligence, transformational and transactional leadership behavior and the three-components of organizational commitment in explaining organizational readiness for change, the result revealed 44.1% of the variance in readiness for change is explained by emotional intelligence, organizational commitment and transactional leadership behavior, In determining the role of the organization commitment as a moderating variable, the finding shows that organizational commitment moderated the effects of transactional leadership on organizational readiness for change; and continuance commitment moderated the effects of transactional leadership on organizational readiness for change. Based on the results, the implications of the findings were discussed in the context of understanding the organization readiness for change and its implications to change management and adult learning and practices. Suggestions on how to enhance organizational readiness for change and avenues for future research were also provided in this discussion.

HUBUNGAN ANTARA KECERDASAN EMOSI, TINGKAHLAKU KEPIMPINAN, KOMITMEN ORGANISASI DAN KESEDIANAN PERUBAHAN ORGANISASI DI INSTITUSI PENGAJIAN TINGGI

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Tujuan kajian adalah untuk mengkaji hubungan antara kecerdasan emosi, tingkahlaku kepimpinan (Transformasi dan Transaksi) dan komitmen organisasi (afektif, normatif dan berterusan) dalam mempengaruhi persepsi terhadap kesediaan perubahan organisasi di kalangan staf akademik di pusat pengajian tinggi. Secara spesifik, kajian ini ingin (1) menentukan tahap-tahap kesediaan perubahan organisasi; komitmen organisasi, kecerdasan emosi dan tanggapan tingkahlaku kepimpinan yang dipamerkan di UiTM; (2) untuk menentukan hubungan antara kecerdasan emosi, tanggapan tingkahlaku kepimpinan dan komitmen organisasi terhadap kesediaan perubahan organisasi di kalangan staf akademik di UiTM; (3) untuk menentukan sumbangan pembolehubah tak bersandar yang signifikan terhadap pemboleh ubah bersandar (4) untuk menentukan peranan

komitmen organisasi sebagai angkubah peantara dalam hubungannya dengan kecerdasan emosi, tanggapan tingkah laku kepimpinan dan kesediaan perubahan organisasi. Kajian ini merupakan deskriptif korelasi yang berdasarkan pada kerangka kerja yang diadaptasi daripada Pembangunan organisasi dan teori Perubahan Organisasi (Lewin, 1947; Burke-Litwin, 1992) serta Model Tiga Komponen (TCM) yang direkabentuk oleh Meyer dan Allen (1991, 1997). Sejumlah 168 staf akademik UiTM mengambil bahagian dalam kajian ini. Mereka dipilih berdasarkan pada persampelan kluster yang ambil dari kampus-kampus utama dan cawangan UiTM di seluruh Malaysia. Data dikumpulkan menerusi kaedah soalselidik dan dianalisis menggunkan statistic deskriptif dan inferensi.

Kajian ini telah membuktikan secara empirical bahawa staf akademik mempunyai persepsi bahawa organisasi mereka telah bersedia untuk berubah. Manakala tahap kompetensi kecerdasan emosi mereka adalah tinggi dan tahap komitmen organisasi adalah sederhana. Selain itu, mereka bertanggapan bahawa pihak atasan mempamerkan gaya kepimpinan transformasi dan transaksi yang sederhana. Dalam hubungan antara pemboleh ubah bersandar iaitu kesediaan perubahan organisasi; dapatan menunjukkan bahawa terdapat hubungan yang signifikan bagi kedua-dua angkubah tersebut.

Dapatan kajian menunjukkan bahawa terdapat hubungan linear yang positif dan sederhana antara skor kecerdasan emosi serta dimensinya dan kesediaan perubahan organisasi. Terdapat juga hubungan linear yang positif dan sederhana antara kepimpinan tingkah laku (Transformasi dan Transaksi) dan kesediaan perubahan organisasi. Selain itu, hubungan linear yang positif dan sederhana didapati antara afektif komitmen dan kesediaan perubahan organisasi. Walaubagaimanapun hubungan antara komitment normatif dan berterusan adalah positif tetapi lemah.

Manakala, bagi menentukan sumbangan pengaruh serentak antara kecerdasan emosi, tingkahlaku kepimpinan (Transformasi dan Transaksi) serta komitmen organisasi dan perubahan organisasi, dapatan menunjukkan bahawa terdapat 44.1% varian ketiga-tiga pemboleh ubah tak bersandar iaitu kecerdasan emosi, kepimpinan transaksi dan komitmen organisasi terdapat dalam perubahan organisasi. Dalam menentukan peranan komitmen organisasi sebagai angkubah perantara, dan hubungannya dengan kecerdasan emosi, tingkahlaku kepimpinan dan kesediaan perubahan organisasi, dapatan menunjukkan bahawa komitmen organisasi bertindak sebagai perantara antara hubungan tingkahlaku kepimpinan dan kesediaan perubahan organisasi, Manakala dapatan juga menunjukkan bahawa komitmen berterusan bertindak sebagai perantara antara hubungannya dengan tingkahlaku kepimpinan transaksi dan kesediaan perubahan organisasi. Berdasarkan pada keputusan-keputusan statistik, maka implikasi dan hasil dapatan turut dibincangkan bagi memahami peranan kesediaan

perubahan organisasi serta implikasinya ke atas pengurusan serta pembelajaran dan amalan pendidikan dewasa. Di samping itu, beberapa cadangan untuk meningkatkan kesediaan perubahan organisasi dan arah tuju untuk kajian-kajian akan datang juga dikemukakan.

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This thesis submitted to the Senate of the Universiti Putra Malaysia and has been accepted as partial fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have duly acknowledged. I also declare that it has not been previously or concurrently submitted for any degree at UPM or other institutions.

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(NORSIDAH BTE MOHD NOORDIN)

Date: 31st March 2008

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LIST OF ABBREVIATIONS AND SYMBOLS

EI	Emotional Intelligence
ECI	Emotional Competency Inventory
MMR	Moderated Multiple Regression
SD	Standard deviation
SPSS	Statistical package for Social Science
UiTM	University Technology Mara
VIF	Variance Inflation Factor
$\triangle R2$	Adjusted coefficient of determination
R2	Multiple correlation coefficient determination
R	Multiple correlation coefficient
r	Pearson' product moment correlation coefficient
n	Sample Size
f2	Effect size for multiple regression
df	Degree of freedom
β	Probability of Type II error (Beta)

CHAPTER 1

INTRODUCTION

In today's environment, it is considered inevitable for an organization to undergo constant change (Roach & Bednar, 1997; Mossholder, Settoon, Armenankis & Harris 2000). Indeed, the organization's ability to deal with change provides a competitive advantage (Skinner, Saunders & Thornhill, 1993). On the other hand, effective management of organizations and human resources are also facing enormous challenges. For example, the workforce is currently characterized by downsizing, mergers, buyouts, business closing and other disruptive forces. In addition, diversity has become a more prominent characteristic of today's workforce (Reece & Brandt, 2005). This massive change is expected among public enterprises including higher educational institutions (Bennett, Crawford, Riches, 1992). Furthermore, the new trends and threats from the external environment, such as, the new economy, mass individualism, social dynamics, and globalization are affecting the business concept of higher education. Therefore, this implies that the university needs to be alert and respond to these challenges in order to be more competitive with other academic providers. Subsequently, in order to compete, higher learning institutions have been forced to implement large scale change and quality improvement initiative (Fullan, 1991, Burke, 1992). However, Beer and

Nohria (2000) argue that 70% of change program fails due to lack of strategy and vision, commitment, lack of management skills and resistance to change among the employees. In fact according to Bernerth (2004), mere mention of change can create feelings of uneasiness and tensions among the organizational members. In this sense, it seems that people are the most difficult element to deal with change (Linstone and Mitroff, 1994). Therefore, managing the human part of the organization becomes a major challenge in handling change processes in the organization as it involves values, preferences and attitude toward certain activities. In this context, according to Smith (2005), in order to make organizational change successful, both the organization and its members must be readied for such transformation. In this sense, based on previous research, individual and work related behavior may be related to individuals' interpretation of organizational reality and organizational change (Robbins, 2003; Schnieder and Bowen, 1993). To date there have been a rather large body of work related behavior to organizational change. However, most of the studies have been descriptive or prescriptive in nature. The literature has so far not contributed much towards theory development (Gray, 1993). Fullan (2001) attempted to explain educational change but says nothing about change in further and higher education. Hence, the following section provides a background of the study which is a review of studies on organizations in order to support organizational change issues that is sufficient to warrant investigation. It also discussed the rationale for the study at University Technology Mara.