



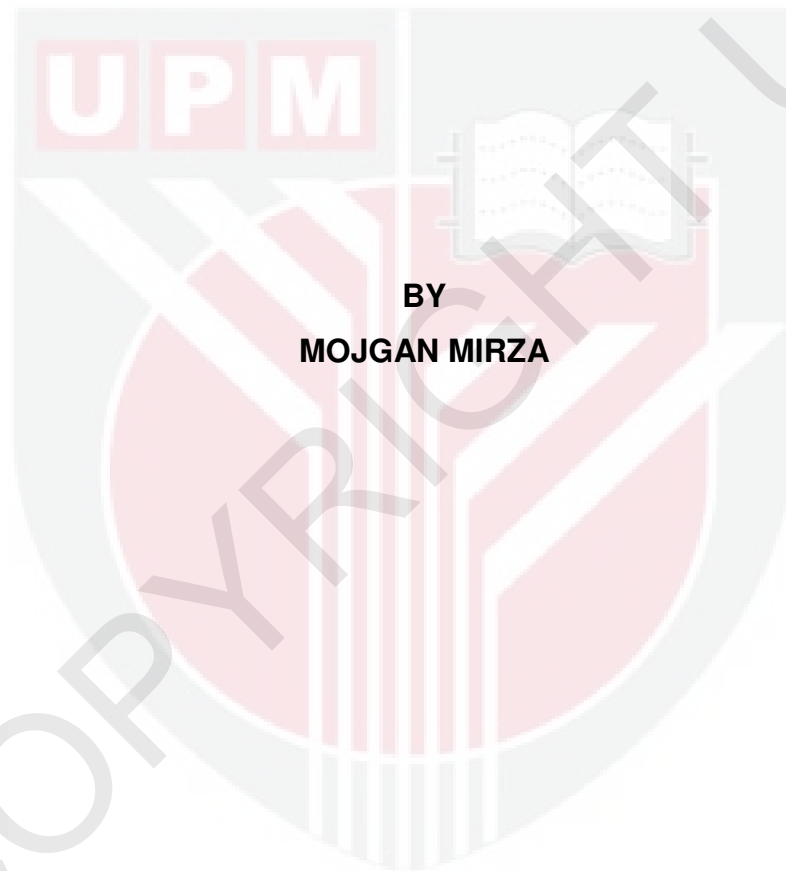
UNIVERSITI PUTRA MALAYSIA

**RELATIONSHIP BETWEEN PRINCIPAL'S EMOTIONAL INTELLIGENCE,
LEADERSHIP STYLE, AND TEACHER'S ORGANIZATIONAL TRUST AND
COMMITMENT IN GOLESTAN, IRAN**

MOJGAN MIRZA

FEM 2012 6

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LEADERSHIP STYLE, AND TEACHER'S ORGANIZATIONAL TRUST AND
COMMITMENT IN GOLESTAN, IRAN**



**BY
MOJGAN MIRZA**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of
Philosophy**

JULY 2012

THE FUTURE BELONGS TO THOSE WHO BELIEVE IN THE BEAUTY OF THEIR DREAMS

(ROOSEVELT)

THIS THESIS IS DEDICATED TO MY NICE HUSBAND
DR.ALI HESHMATPOUR
WHO BELIEVES IN MY DREAM AND ME .THANK YOU



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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

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By

MOJGAN MIRZA

JULY 2012

Chairman: Ma'rof Redzuan, PhD

Faculty: Human Ecology

Various studies have been done in commitment, however, only a few of them were related to educational organizations. Relatively, there is still very limited research which supports the argument that school characteristics can influence the level of teachers' commitment. The present study therefore aims to determine the influence of the school principals' emotional intelligence and leadership styles on development of the teachers' trust and commitment. This study employed survey design based upon the research questions. The study was carried out among 268 school's principals and 513 teachers in Golestan Province, Iran.

The descriptive findings show average-effective functioning category for principals' emotional intelligence. In addition, principals exhibit a transformational leadership style. Moreover, descriptive statistics show a ranking with teachers' trust in co-worker, trust in supervisor and trust in

organization. It also shows a ranking with teachers' affective commitment, normative commitment, and continuance commitment.

The study employed ANOVA to indicate the variance of the teachers' organizational commitment, principals' emotional intelligence and leadership styles based on their demographic variables. Results indicate that there are differences of the teacher's affective commitment, continuance commitment and normative commitment, which is caused, from different groups of the experience in educational institutions, teaching experience in current school, and involvement of the teachers in school decision making. In addition, the older principals have the tendency to adopt a transformational leadership style. Moreover, there are significant relationships between experience in educational institutions, leading experience, leading experience in current school, and principals' tendency to involve teachers in decision making and their tendency for adopting transformational leadership style

The results of Pearson's correlation statistical analysis indicate a positive-significant relationship between principal's emotional intelligence and transformational leadership style. High level of principal's emotional intelligence is positively correlated by teachers' trust and commitment. In addition, there is a positive significant relationship between teachers' trust and commitment. The results also indicate that there are positive relationships between teachers' commitment and teachers' trust in co-worker, trust in organization, and trust in supervisor.

Stepwise Multiple Regression indicates that principal's emotional intelligence, transformational leadership style and teacher's trust, significantly contributed towards teacher's commitment. Path analysis indicates an influential ranking on teacher's commitment by principal's emotional intelligence, transformational leadership style, and teacher's trust, respectively. Moreover, fit indices in Structure Equation Model show that proposed model of transformational leadership style is adequately fitted to collected data of the study. Generally, the study concludes that principals' emotional intelligence and leadership styles are important variables in explain the teacher's trust and commitment.



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Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**HUBUNGAN ANTARA KECERDASAN EMOSI DAN GAYA
KEPEMIMPINAN PENGETUA DENGAN KEYAKINAN DAN KOMITMEN
GURU**

Oleh

MOJGAN MIRZA

JULAI 2012

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Banyak kajian telah dilakukan ke atas bidang komitmen organisasi, namun, hanya sedikit yang berkaitan dengan organisasi pendidikan. Secara relatifnya, kajian yang menyokong bahawa ciri-ciri sekolah boleh memberi kesan ke atas tahap komitmen guru adalah masih terbatas (sedikit). Dengan demikian, kajian ini cuba untuk menentukan pengaruh kecerdasan emosi dan gaya kepemimpinan pengetua ke atas keyakinan organisasi dan komitmen organisasi guru. Kajian ini menggunakan rekabentuk survei berdasarkan kepada persoalan kajian. Kajian telah dijalankan ke atas 268 orang pengetua dan 513 orang guru di Provinsi Golestan, Iran. Hasil kajian menunjukkan bahawa kecerdasan emosi pengetua adalah pada tahap sederhana, dengan gaya kepemimpinan mereka adalah. Statistik deskriptif menunjukkan bahawa keyakinan organisasi guru terhadap kawan sekerja adalah, sementara keyakinan terhadap penyelia adalah dan keyakinan terhadap organisasi adalah. Sebagai tambahan, komitmen afektif guru

adalah, komitmen normatif, dan komitmen berpanjangan adalah .

Kajian ini juga menggunakan ANOVA untuk menentukan varians dalam komitmen organisasi guru, kecerdasan emosi dan gaya kepemimpinan pengetua berdasarkan variabel latar belakang mereka. Hasil kajian menunjukkan bahawa terdapat perbezaan komitmen afektif guru, komitmen berpanjangan dan komitmen normatif dari segi jumlah tahun pengalaman dalam institusi pendidikan, jumlah tahun pengalaman mengajar di sekolah sekarang dan penglibatan dalam pembuatan keputusan. Tambahan pula, pengetua yang lebih berumur mempunyai kecenderungan untuk menerimaguna gaya kepemimpinan transformasi. Pada samping itu, terdapat hubungan yang signifikan antara bilangan tahun pengalaman dalam institusi pendidikan, jumlah tahun pengalaman mengajar di sekolah sekarang dengan kecenderungan pengetua untuk melibatkan guru dalam pembuatan keputusan dan kecenderungan mereka untuk menerima guna gaya kepemimpinan transformasi.

Hasil analisis statistik korelasi pearson menunjukkan terdapat hubungan positif signifikan diantara kecerdasan emosi pengetua dengan kepemimpinan transformasi. Tahap kecerdasan emosi pengetuan yang tinggi adalah berhubung secara positif signifikan dengan keyakinan organisasi guru dan komitmen organisasi. Begitu juga, terdapat hubungan yang signifikan positif antara keyakinan organisasi guru dengan komitmen organisasi. Hasil kajian juga menunjukkan bahawa terdapat hubungan signifikan positif antara komitmen organisasi guru dengan keyakinan mereka terhadap rakan sekerja

, keyakinan mereka terhadap organisasi, dan keyakinan mereka terhadap penyelia. Dalam kata lain, keyakinan guru yang tinggi (terhadap rakan sekerja, organisasi dan penyelia) adalah secara positif memberi kesan ke atas komitmen organisasi mereka.

Hasil analisis menggunakan *Stepwise Multiple Regression* menunjukkan bahawa kecerdasan emosi dan gaya kepemimpinan transformasi pegetua, dan keyakinan organisasi guru menyumbang secara signifikan ke atas komitmen organisasi guru. Sementara itu, hasil *path analysis* menunjukkan bahawa pengaruh yang besar ke atas komitmen organisasi guru oleh kecerdasan emosi pengetua, dan keyakinan organisasi guru. Tambahan pula *fit indices* dalam *Structure Equation Model* menunjukkan bahawa Model A (Kepemimpinan Transformasi) yang dicadangkan adalah sesuai dengan data yang telah dikumpul. Umumnya, kajian menyimpulkan bahawa kecerdasan emosi dan gaya kepemimpinan pengetua merupakan variabel yang penting dalam menerangkan keyakinan dan komitmen organisasi guru.

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I certify that a Thesis Examination Committee has met on 16, July, 2012 to conduct the final examination of MOJGAN MIRZA on her thesis entitled "RELATIONSHIP BETWEEN PRINCIPALS' EMOTIONAL INTELLIGENCE, LEADERSHIP STYLES, AND TEACHERS' ORGANIZATIONAL TRUST AND COMMITMENT IN GOLESTAN, IRAN" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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