UNIVERSITI PUTRA MALAYSIA

RELATIONSHIPS BETWEEN EMOTIONAL INTELLIGENCE, LEADERSHIP STYLES, ORGANIZATIONAL COMMITMENT AND JOB PERFORMANCE OF ACADEMIC LEADERS AT SELECTED MALAYSIAN RESEARCH UNIVERSITIES

MARYAM MAHDINEZHAD

FPP 2014 22
RELATIONSHIPS BETWEEN EMOTIONAL INTELLIGENCE, LEADERSHIP STYLES, ORGANIZATIONAL COMMITMENT AND JOB PERFORMANCE OF ACADEMIC LEADERS AT SELECTED MALAYSIAN RESEARCH UNIVERSITIES

By

MARYAM MAHDINEZHAD

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfillment of the Requirements for the degree of Doctor of Philosophy

June 2014
COPYRIGHT

All material contained within the thesis, including without limitation text, logos, icons, photographs and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright © Universiti Putra Malaysia
DEDICATION

I Dedicate This Thesis to My Dear Parents; My Beloved Husband, Who Has Stood By Me through a Very Difficult Period of My Life; And My Princess Zoha
Abstract of the thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement of the degree of Doctor of Philosophy.

RELATIONSHIPS BETWEEN EMOTIONAL INTELLIGENCE, LEADERSHIP STYLES, ORGANIZATIONAL COMMITMENT AND JOB PERFORMANCE OF ACADEMIC LEADERS AT SELECTED MALAYSIAN RESEARCH UNIVERSITIES

By

MARYAM MAHDINEZHAD

June 2014

Chairman : Professor Turiman Bin Suandi, PhD
Faculty : Educational Studies

The purpose of this study is to determine the relationship between emotional intelligence, leadership styles and job performance. The moderating role of affective commitment on the relationship between predictors and job performance was also investigated. Today’s global environment is characteristically dynamic, and complex, but there are not an exception in the academic environment. This study was designed based on the application of emotional intelligence which was classified by mixed model. The mixed model of emotional intelligence are combinations of mental resourcefulness and personal behaviors similar to being optimistic and feeling good. The second independent variable is perceived leadership styles which are reflected in transformational leadership theory (Avolio & Bass, 2002).

The present study used a survey design to achieve its objectives. Simple random sampling was employed in this study. A total of 274 academic administrators were selected from selected Research Universities. This research was carried out in Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), and Universiti Malaya (UM). Pearson 'r' correlation coefficients analysis was employed to determine the nature and direction of the relationship between emotional intelligence, leadership styles and job performance. The result showed that there is a significant and positive relationship between emotional intelligence and job performance \(r = 0.83, p <0.001\). In addition, transformational leadership style is correlated with job performance \(r = 0.80, p <0.001\), and transactional leadership is correlated with the job performance \(r = 0.78, p <0.001\). The result of multiple regressions on independent variables is that emotional intelligence, transformational leadership style, and transactional leadership style altogether predict 73% of job performance. Finally, the findings indicated that affective commitment does not have significant moderate effect on the relationship between predictors and job performance. It is recommended that to
improve job performance among the academic administrators, in addition to emotional intelligence, their leadership styles should also be considered. Weak points and strong points should be investigated and the effects of factors on performance increase or decrease should be identified. Certainly, there is a need for some new and appropriate policies in order to successfully be implemented.
Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah.

HUBUNGAN ANTARA KECERDASAN EMOSI, GAYA KEPIMPINAN, KOMITMEN ORGANISASI DAN PRESTASI KERJA PENTADBIR AKADEMIK DI MALAYSIA UNIVERSITI PENYELIDIKAN TERPILIH

Oleh

MARYAM MAHDINEZHAD

Jun 2014

Pengerusi : Profesor Turiman bin Suandi, PhD

Fakulti : Pengajian Pendidikan


Kajian ini menggunakan reka bentuk surveymotional intelligence untuk mencapai objektifnya. Persampelan rawak mudah telah digunakan dalam kajian ini. Seramai 274 pemimpin akademik telah dipilih dari Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM) dan Universiti Malaya (UM). SPSS telah digunakan dalam kajian ini. orelasi pelbagai analisis Pearson telah digunakan untuk menentukan sifat dan hala tuju hubungan antara kecerdasan emosi, gaya kepimpinan dan prestasi kerja. Hasil kajian menunjukkan terdapat hubungan yang signifikan dan positif antara kecerdasan emosi dan prestasi kerja (r = 0.83, p <0.001). Di samping itu, transformasi gaya kepimpinan adalah berkait rapat dengan prestasi kerja (r = 0.80, p <0.0001), dan transaksi gaya kepimpinan adalah berkait rapat dengan prestasi kerja (r = 0.78, p < 0.001). Keputusan daripada regresi berganda tentang pembolehubah bebas iaitu kecerdasan emosi, transformasi gaya kepimpinan, dan transaksi gaya kepimpinan adalah sama-sama menyumbang 73% varians daripada prestasi kerja. Akhirnya, kajian menunjukkan bahawa komitmen organisasi tidak mempunyai kesan yang signifikan terhadap hubungan antara perubahan prestasi yang diharapkan dan prestasi kerja. Adalah disyorkan bahawa untuk meningkatkan prestasi kerja dalam kalangan
pentadbir akademik, di samping emosi, gaya kepimpinan mereka juga perlu dipertimbangkan. Bahagian yang lemah dan bahagian yang kukuh perlu disiasat dan kesan faktor peningkatan atau penurunan prestasi perlu dikenalpasti. Akhir sekali, terdapat keperluan untuk beberapa dasar baharu dan sesuai agar berjaya dilaksanakan.
ACKNOWLEDGEMENTS

I thank God, who led me to this journey, made this work, and gave me this opportunity to learn. First and foremost, I would like to express my special gratitude and appreciation to Professor Dr. Turiman Bin Suandi, the Chairman of the dissertation supervisory committee, and two of its members, Professor Dr. Abu Daud Silong and Dr. Zoharah Omar for their professional guidance, comments and advice, constructive ideas and suggestions, support and encouragement in the preparation and completion of this dissertation. I am particularly grateful for their insightful comments on the crucial aspects of the research made at various stages of my research that not only broadened my perspective but also gave me invaluable practical experience. I would also like to express my sincere thanks and appreciation to the academic administrators of research universities for their participation and cooperation in the process of obtaining data for this study.

Last but most important, my deepest appreciation extended to my parents, my brother and my uncle, who kept encouraging me during my study. I thank them for believing in me, their patience and providing me with moral support for the past four years. My husband, and my princess, Zoha, share this accomplishment with me as they have sacrificed countless hours without me as I spent those hours with my thesis. It has been a long journey and without these gifts of love, friendship and professionalism, many obstacles could not have been overcome.
I certify that a Thesis Examination Committee has met on 13 June 2014 to conduct the final examination of Maryam Mahdinezhad on her thesis entitled "Relationships between Emotional Intelligence, Leadership Styles, Organizational Commitment, and Job Performance of Academic Leaders at Selected Malaysian Research Universities" 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.

Members of the Thesis Examination Committee were as follows:

**Zaidatol Akmaliah binti Lope Pibie, PhD**  
Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Khairuddin bin Idris, PhD**  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Internal Examiner)

**Ismi Arif bin Ismail, PhD**  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Internal Examiner)

**T.J. Kamalanabhan, PhD**  
Professor  
Indian Institute of Technology Madras  
India  
(External Examiner)


**NORITAH OMAR, PhD**  
Associate Professor and Deputy Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date: 21 July 2014
The thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of Supervisory Committee were as follows:

**Turiman Bin Suandi, PhD**  
Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Abu Daud Silong, PhD**  
Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

**Zoharah Omar, PhD**  
Doctor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

---

**BUJANG BIN KIM HUAT, PhD**  
Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:
DECLARATION

Declaration by the student

I hereby confirm that:

- this thesis is my original work
- quotations, illustrations and citations have been duly referenced
- the thesis has not been submitted previously or concurrently for any other degree at any institutions
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be owned from supervisor and deputy vice–chancellor (Research and innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software

Signature: ___________________________ Date: __13 June 2014__________

Name and Matric No: MARYAM MAHDINEZHAD (GS26359)
Declaration by Members of Supervisory committee

This is to confirm that:
• the research conducted and the writing of this thesis was under our supervision;
• supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature: ______________________  Signature: ______________________
Name of Chairman of Name of Member of
Supervisory Supervisory
Committee: ______________________ Committee: ______________________

Signature: ______________________
Name of Name of
Member of Member of
Supervisory Supervisory
Committee: ______________________
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>viii</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xy</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>xvii</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>1 INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Background of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>1.3 Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>1.4 Objectives of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Hypotheses of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.6 Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.7 Scope and Limitations of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.8 Definition of Key Terms</td>
<td>8</td>
</tr>
<tr>
<td>1.8.1 Emotional Intelligence</td>
<td>8</td>
</tr>
<tr>
<td>1.8.2 Leadership Styles</td>
<td>9</td>
</tr>
<tr>
<td>1.8.3 Affective Commitment</td>
<td>9</td>
</tr>
<tr>
<td>1.8.4 Job Performance</td>
<td>10</td>
</tr>
<tr>
<td>1.8.5 Academic Leaders</td>
<td>10</td>
</tr>
<tr>
<td>2 LITERATURE REVIEW</td>
<td>12</td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>12</td>
</tr>
<tr>
<td>2.2 Nature and Development of Emotional Intelligence</td>
<td>12</td>
</tr>
<tr>
<td>2.3 Theories and Models of Emotional Intelligence</td>
<td>13</td>
</tr>
<tr>
<td>2.3.1 Ability Model of Emotional Intelligence</td>
<td>14</td>
</tr>
<tr>
<td>2.3.2 Mixed Model of Emotional Intelligence</td>
<td>15</td>
</tr>
<tr>
<td>2.4 Measurement of Emotional Intelligence</td>
<td>18</td>
</tr>
<tr>
<td>2.5 Emotional Intelligence and Job Performance Relationship</td>
<td>20</td>
</tr>
<tr>
<td>2.6 Nature and Development of Leadership Styles</td>
<td>22</td>
</tr>
<tr>
<td>2.6.1 Transformational Leadership Theory</td>
<td>23</td>
</tr>
<tr>
<td>2.6.2 Transactional Leadership Theory</td>
<td>24</td>
</tr>
<tr>
<td>2.7 Leadership Styles and Job Performance</td>
<td>25</td>
</tr>
<tr>
<td>2.8 Nature and Development of Organizational Commitment</td>
<td>26</td>
</tr>
<tr>
<td>2.9 The Role of Affective Commitment as Moderator Variable</td>
<td>27</td>
</tr>
<tr>
<td>2.10 Job Performance and its Effecting Factors</td>
<td>28</td>
</tr>
<tr>
<td>2.11 Job Performance</td>
<td>29</td>
</tr>
</tbody>
</table>
2.12 The Concept of Job Performance 30
2.13 Task and Contextual Performance 31
2.14 Performance of Academic Leaders 33
2.15 Development in Higher Learning Institutions 34
2.16 Measurement and Classifications of Job Performance 35
2.17 Conceptual Framework 37

3 RESEARCH METHODOLOGY 41
3.1 Introduction 41
3.2 Research design 41
3.3 Research Process 42
3.4 Research Framework 44
3.5 Location of Study 46
3.6 Population 46
3.7 Sample size 47
3.8 Sampling Procedure 48
3.9 Research Instrumentation 50
3.9.1 Demographic Information 51
3.9.2 The Schutte Self-Report Emotional Intelligence Test 51
3.9.3 Leadership Styles 51
3.9.4 Affective Commitment 52
3.9.5 Job Performance 52
3.10 Validity and Reliability of Research Instrument 53
3.10.1 Instrument Validity 53
3.10.2 Instrument Reliability 53
3.11 Data Collection Procedure 55
3.12 Data Screening 55
3.13 Data Analysis 55
3.13.1 Exploratory Data Analysis 57
3.13.2 Descriptive Statistics 58
3.13.3 Inferential Statistics 58
3.14 The Level of Significance 60
3.15 Ethical Considerations 60

4 RESULTS AND DISCUSSION 62
4.1 Introduction 62
4.2 Demographic Data 62
4.3 Objective 1: Level of Job Performance, and Emotional Intelligence 64
4.3.1 Level of Job Performance 64
4.3.2 Level of Emotional Intelligence 65
4.4 Objective 2: The Perceived Leadership styles Used among the Academic administrators of RUs 65
4.5 Objective 3: Level of Affective Commitment 67
4.6 Objective 4: Relationship between Emotional Intelligence, Perceived Leadership Styles and Job Performance 67
4.7 Objective 5: To Determine the Extent Emotional Intelligence, Leadership Styles Explain the Variance of Academic administrators’ Job Performance

4.8 Objective 6: The Role of Affective Commitment as a Moderator Variable

5 SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

5.1 Introduction
5.2 Summary
5.3 Conclusions
5.4 Implications
   5.4.1 Theoretical Implications
   5.4.2 Implications for Practice
5.5 Recommendations
   5.5.1 Recommendations for Practice
   5.5.2 Recommendations for Future Research

BIBLIOGRAPHY
APPENDICES
BIODATA OF STUDENT
LIST OF PUBLICATIONS