



THE EFFECTIVENESS OF QUALITY MANAGEMENT AS AN EFFECTIVE MEDIATOR BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP COMPETENCY AMONG PRINCIPALS

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Abstract

This study aims to explore the effectiveness of quality management as an effective mediator in linking emotional intelligence and leadership competency. A total of 152 from 152 secondary schools were used as the sample. The sample determination in this study was using a simple random sampling technique. The researcher used two software to analyze the study data, namely IBM SPSS Statistics 23 and SMARTPLS 3.0 (Partial Least Squares) software. The result found that quality management has a significant effect on emotional intelligence ($r = 0.57$, $p < 0.01$). The findings of this study also showed that quality management was an effective mediator in emotional intelligence and leadership competency. Thus, it can be concluded that emotional intelligence and quality management have a significant effect between emotional intelligence and leadership competency.

Keywords: Emotional Intelligence, Quality Management, Competency, Principal

Introduction

Before the Industrial Revolution, quality management was part of the individual activities of designing, producing, and selling to buyers. In the 19th and 20th centuries, as a principle of scientific management, incentive schemes were introduced to increase production, which indirectly resulted in poor quality. New concepts and practices in quality management, enabling industries around the world to transform the global economy. (Majed, Wafi, and David, 2012). Now, quality management is used as an approach technique because it is said that quality management practices can shape and build a productive organizational climate and subsequently become a high-quality and high-performance work culture (Ministry of Education Malaysia, 2001; Crosby, 1984). The studies also in their study found that the practice of quality in education can produce a quality work culture (Powell, 1995; Noorliza Karia & Muhammad Hashmi, 2006; Prajogo & Mc Dermott, 2005).

Background

In the contemporary era, the world of education was initially surprised by the existence of an industry-based education management model. The management of this model requires the efforts of educational institution managers to improve the quality of education based on company management. The application of quality management in education is more popular with the term

"Total Quality Education (TQE)", and in the world of national education is known as the term School-Based Quality Improvement Management (MPMBS).

The basis of this management is developed from the concept of quality management, which was initially implemented in the business world (Murad & Rajesh, 2010). Philosophically, this concept emphasizes the consistent search for continuous improvement to achieve customer needs and satisfaction. In the early stages of quality management implementation, there are several models produced by quality experts such as John Blake More, Kaoru Ishikawa, John Seddon, Stephanie Jackson, John Edge, and John S. Oakland (Abdul Kadir Mat Yazif, 1993; Muhammad Sulhan Lamatha, 2004). Educational institutions around the world have implemented this comprehensive quality management, including in European countries that use the European Foundation to Quality Management (EFQM) Models. In addition, Singapore uses the School Excellence Model (SEM), and Malcolm Baldrige National Quality Award Model (MBNQA).

The implementation of quality management is driven by government-mandated reasons through the Circular, competition between educational institutions, and the application of corporate thinking into educational institutions to reduce and increase

customer satisfaction. In higher education, quality management is an improvement tool that is used in most universities in the USA and the UK (Majed, Wafi, and Daud, 2012). It has key elements and themes that need to be considered to improve quality. The elements are leadership, continuous improvement, employee involvement, and the distribution of power and information management.

Problem Statement

Quality management can lead the organization to achieve "total quality" or total quality in all aspects of its operations. If linked to emotional intelligence, quality is not just something that can be seen in products or services, but it is a comprehensive self-control of any operation and business handled by an organization. At this level, the principal's emotional quality is emphasized because it will be exhibited through administrative efficiency, staff abilities, the smoothness of operating systems and so on.

However, there are several issues that can be associated with quality management. The first issue is that the implementation of quality management can be a difficult task (Yusof & Aspinall, 2000) and one that is often unsuccessful (Dahlgaard & Dahlgaard-Park, 2006). Therefore, some researchers have reported a downward trend in the number of new companies adopting quality management, which indicates a certain level of frustration with quality management and loss of popularity because of this management philosophy including Prajogo & Brown (2006) and Dahlgaard-Park (2011), which favors other management strategies and systems (ISO 9000 certification). All this has led to the general impression that implementing quality management is very difficult (Sousa & Voss, 2002) and it may fail to achieve positive results in organizational performance.

The difficulty in implementing quality management has been identified by some researchers such as Kaplan and Norton (1990), Ansoff & McDonnell (1990) who found that most managers admit that implementing quality management is more difficult than other approaches. For example, studies show that 73% of managers believe that it is difficult to implement, 72% of implementation takes time, and 85% admit that managers have problems controlling their implementation (Cândido & Santos, 2011). In addition, among other issues regarding quality management is that there are also organizations that have used this quality management, but still do not show positive results. This may be because the organization needs to implement quality management more systematically and use a better approach. Various studies have also been made to find the best method to implement quality management including Barney (2001), Hickson et al. (2003) and there are also studies to avoid obstacles in the implementation of quality made such as Bear and Eisentat (2000), Wilson and Hickson (2004), Stadler and Hinterhuber (2005). Thus, it is important to know and evaluate the guidelines that have been put forward to achieve improvement in implementing quality management in addition to understanding the reasons why many initiatives implemented have not yet been successful (Cândido & Santos, 2011). Quality management in education received serious attention in the National Quality Survey (1991). This shows that quality management and quality issues in general attract public attention. In recent years, the issue has increased.

The proof is that people from all fields of education have now shown their interest in this matter as an example of some institutions starting to create a management philosophy quality into

organizational management practices. The development of this interest has given stimulus to the demand for the publication of quality management issues in the world of education. Among them are management issues that are too complex and difficult to implement in addition to requiring relatively high costs. (Murad & Rajesh, 2010). Therefore, from all the issues and problems that have been discussed in this section, it can be concluded that this study should be carried out to identify the dimension of emotional intelligence as a shaping factor in the leadership competence of a principal. This is because the aspect of emotional intelligence in the leadership competence of a principal is very important to produce a competent and quality principal in leading a school.

Objective

This study aims to examine the effectiveness of quality management as an effective intermediary to connect the emotional intelligence and leadership competence of principals. Therefore, this study examines the form of relationship between emotional intelligence and quality management, the form of relationship between emotional intelligence and leadership competence of principals, effective quality management as an intermediary that connects emotional intelligence and competence among principals and examines the extent to which quality management functions as an intermediary for emotional intelligence and leadership competence.

Literature Review

Goleman (1995) has proposed an idea to explain several domains that can affect a person's emotional intelligence, namely self-awareness, self-control, social awareness, empathy, motivation, spirituality, and maturity. Thus, Goleman's idea tries to explain the cause of failure and the success of an individual in their personal life and career from the point of view of emotional intelligence. Goleman's study (1999) also states that emotional intelligence is the ability and ability to recognize one's own feelings and the feelings of others, the ability to motivate oneself and the ability to manage one's own emotions well as well as the ability and ability to establish relationships with other individuals. Goleman (1999) also explains that a person who is not able to control his own emotions, it is quite difficult to interact with other people and is not able to carry out a job well.

Emotional events that occur, especially when at work, will affect the level of stability and emotional maturity of the individual (Goleman, 1999). Goleman (1999) went on to explain that emotional intelligence can help a person to succeed in his career. Many studies related to emotional intelligence abroad have been done recently including in the Southeast of Iran (Ghazinedah & Moafian, 2010); United Kingdom (Por et al., 2011); Turkey (Altuntas & Akyil (2011); Athens (Brinia, Zimianiti & Paganiotopoulos, 2014). In Malaysia, studies that link emotions and leadership include Siti Faezah Hasyim and Mohd Zuri Ghani's study (2013) which found the influence of the principal's emotional intelligence on teacher motivation. In the same year, Yukl's study (2013) found that a leader can influence subordinates through the emotions shown whether positive or negative. Zuraidah, Yahya & Siti Noor (2014) conducted a study on the emotional intelligence competence of school leaders which is an important element that must be present when developing and planning programs for school leadership skills and strengthening to realize the call of Malaysia Education Development Plan 2013-2025.

After that, Shafinaz A. Moulod et. al. (2016) who studied the emotional intelligence of principals and its relationship with the self-efficacy of secondary school teachers showed that the

principal emotional intelligence can influence the teacher's behavior. In relation to that, Gedden & Stickey (2012) found that leaders who have emotional intelligence and apply it have positive social skills that can influence the efforts of colleagues and subordinates in strengthening organizational progress. Junker and Botma (2012) also stated that leaders with high emotional intelligence can absorb enthusiasm, tenacity, and even optimism in their efforts to build cooperation and trust through relationships and subordinates.

The term of Quality Management has become something that is important and given attention because it has a broader meaning and is also subjective in its concept and suitability in achieving a goal (Ali et al., 2010). Nevertheless, Escrig-Tena and Bou-Llusar concluded that quality management positively influences the performance of an organization based on the development of a series of specific skills or abilities to use certain resources (García-Bernal & Ramírez-Alesón, 2010). Siti Noor's (2011) study shows that quality management practices are low in low-performing schools in Kelantan. Here a question arises which is why not many educational organizations in Malaysia practice quality management. Although leadership style and the practice of quality management principles are generally effective management strategies to improve performance in organizations, the role of quality management in the education sector in Malaysia is still being discussed (Ahmad, 2008; Aziah, Abdul Ghani & Abdullah, 2008).

Methodology

This study uses a quantitative method by using a survey approach obtained through questionnaires to examine the relationship between the influence of emotional intelligence (independent variable) on the competence (dependent variable) of principals in Sarawak. Quantitative design was chosen for this study because based on Creswell's (2014) statement, quantitative methods are suitable for explaining the relationship between variables in the study and how a variable affects other variables as well as knowing whether a factor is an expectation of a result (Gay, Mills & Airasian, 2012). Survey methods through questionnaires are popular for non-experimental studies in various fields, especially social science studies (Chua, 2012) and education (McMillan, 2012). In addition, a quantitative study was found to be suitable for this study which examines the impact of variables on an outcome in addition to testing and explaining theories that can be applied to a large population (Creswell, 2009).

According to Majid Konting (1990), research design is a specific technique and method to obtain the information needed to solve a problem. A good study design will make the study more detailed and a higher level of objectivity (Sackman, 1991) This study aims to explain the extent of emotional intelligence in shaping the leadership competence of a principal through the mediation of quality management. Therefore, this study is descriptive in which the survey method is chosen as the main research method. A survey is a descriptive approach that is widely used in the field of research to collect data and information obtained and is suitable for collecting information related to behaviour (Gorard & Tara Green, 2001). This method has also been used to study emotional intelligence and school leadership by Allen (2003) and Barrett (2005). According to Majid Konting (1990), survey research is suitable for use in research that aims to explain a phenomenon that is happening in a population either quantitatively or qualitatively. This study contains all aspects that are important to obtain the information data chosen. The questionnaires were personally distributed by the researcher to the respondents and the

respondents were provided with a set of questionnaires that needed to be answered. A quantitative study was chosen because it involves a large group and is related to issues and problems.

The technique of simple random sampling (simple random sampling) was chosen because this technique is a basic technique where the researcher identifies and selects a group of subjects (sample) to be studied from a larger group (population). A total of 152 principals serving in all secondary schools in Sarawak participated in this study. All principals involved are secondary school principals who serve under the Malaysian Ministry of Education. Research Instrument In order to carry out this study, a set of IKEM-MEQI questionnaires built by Noriah et. al (2003) was used as a research instrument.

This instrument consists of 95 items using a five-point Likert scale to measure all seven domains of emotional intelligence, 10 quality management principles and three competency characteristics. Instrument validity and reliability According to Othman Mohamed (2001), researchers must ensure the validity and reliability of research tools to ensure the validity and reliability of the test. Therefore, the researcher has asked the supervisor to examine the content of the instrument given to the principal. Validity or legitimacy is a concept that refers to the extent to which the research tool measures what is to be measured or the extent to which the research tool fulfils its task (Anastasi & Urbina, 1997).

An instrument can be validated if the instrument gives consistent results every time a measurement is made (Noraini Idris, 2010). Cronbach's Alpha internal consistency approach is used in this study. In this method, items that have high reliability with test index scores have high reliability. While the items that have a low correlation value are removed from the test. If the value of $r > .60$, this means that the level of trust in the measurement tool is high (Ary et al., 2002; Chua, 2012). While the reliability coefficient is less than .60, it can be considered that the analyzed instrument has a low-reliability value and needs to be improved or removed to increase the coefficient. For this study, the reliability of the research instrument is examined to ensure that the measurer evaluates the dimensions that should be measured (Sekaran, 2000). Mohd Majid Konting (1997) suggested Cronbach Alpha at a level of 0.70 and above, as an Alpha value that has high reliability. In this study, the researcher used the recommended Cronbach alpha value of 0.70 as the accepted reliability value.

Findings

The Partial Least Square (PLS) method is a predictive statistical analysis approach "that aims to model complex multivariate relationships between indicators and constructs". The Partial Least Square (PLS) analysis used in this study has integrated regression analysis and principal component analysis (PCA) to study predictive models that show the relationship between exogenous and endogenous variables (Vijayasarathy & Turk 2012). PLS structural equation modeling or variance-based variance is used in this study to develop a model (Hair et al., 2013). In relation to SEM, there are two different approaches that are often used by researchers, including CB SEM and PLS-SEM.

According to Hair et al., (2016) the CB SEM approach is often used when accepting or rejecting theories developed in certain studies while the PLS-SEM CV SEM approach is used to develop theories in exploratory studies. Therefore, for the purpose of this study, the researcher will use the PLS-SEM approach as recommended by Lowry & Gaskin (2014). There are important measurement models used in the PLS-SEM measurement model including internal consistency reliability, convergent validity, and

discriminant validity. There are two steps in PLS model evaluation, the first step is the measurement model evaluation while the second step is the structural model evaluation.

i) Path Coefficient

Path coefficient analysis is a statistical technique for separating correlation coefficients into direct and indirect effects so that the contribution of each character to yield can be estimated. The goal of path analysis is to receive an explanation of the correlation between characteristics, based on a cause-and-effect relationship

model and to estimate the importance of characteristics that influence certain traits (Cyprian & Kumar, 2011).

From the table below, there is no relationship between emotional intelligence and competence ($\beta = 0.094, t = 1.221, p > 0.05$); there is a significant positive relationship between emotional intelligence and management quality ($\beta = 0.502, t = 7.087, p < 0.05$) and there is a significant positive relationship between quality management and competence ($\beta = 0.632, t = 7.506, p < 0.05$).

	β	Standard Deviation (STDEV)	f2	T Value	P Value	R2	R2 Modified
Emotional Intelligence >Competency	0.094	0.075	0.012	1.221	0.223		
Intelligence>Quality Management						0.466	0.459
Quality Management>Competency	0.502	0.071	0.337	7.087	0.000		
Emotional Intelligence>Quality Management>Competency	0.632	0.084	0.558	7.506	0.000		

Table 1: Path coefficient

ii) Relationship between Emotional Intelligence, Quality Management and Leadership Competence

In order to see the relationship between emotional intelligence, quality management and principal competence, a Spearman Rho correlation analysis was conducted. This is to ensure whether or not the results of the study are in line with previous studies. In the previous chapter, it was explained that the value of the correlation coefficient (r) can be either negative or positive to show the relationship between the two variables. The value of the correlation coefficient (coefficient) between .00 to 1.00 means the strength of the relationship. The rule of thumb recommendation by Johnson and Nelson (1986) is used to explain the strength of the correlation that has no relationship (.00); very low or very weak (.10 - .30), weak (.31 - .50), medium (.51 - .70), high (.71 - .90), very high or perfect relationship (.9 - 1.00).

The discussion is divided into three parts, namely the relationship between emotional intelligence and competence, the relationship between emotional intelligence and quality management, and the relationship between quality management and competence. Table 4.12 below shows the relationship between emotional intelligence, quality management, and competence.

Spearman Rho	Emotional Intelligence	Correlation Coefficient	1.000	.496**	.419**
		Sig. (2-	.	.000	.000
		N	152	152	152
	Quality management	Correlation Coefficient	.496**	1.000	.723**
		Sig. (2-	.000	.	.000
		N	152	152	152
	Competency	Correlation Coefficient	.419**	.723**	1.000
		Sig. (2-	.000	.000	.

Table 2: Relationship between emotional intelligence, quality management, and competence

iii) Quality Management Mediator Effectiveness Against Emotions and Competence

Ideally, the intervention is expected to be influenced by the independent variable, which in turn also affects the dependent variable, then the type of intervention will be known as an intermediary variable. The effect of the independent variable on the dependent variable is caused by the mediating variable. These effects are called indirect effects (Shrout & Bolger, 2002). To examine the effectiveness of quality management mediators, the Bootstrapping test from SMARTPLS was used. Ideally, the intervention is expected to be influenced by the independent variable, which in turn also influences the dependent variable, then the type of intervention will be known as a mediator variable. The effect of the independent variable on the dependent variable is caused by the mediating variable. These effects are called indirect effects (Shrout & Bolger,

2002). A descriptive approach was used to test indirect effects in several mediation models. From table below, quality management has a significant indirect influence on the relationship between emotional intelligence and competence ($b = 0.317$, $t = 5.288$, $p < 0.05$).

	β	Original Sample(O)	Mean sample	Standard Deviation (STDEV)	T Statistics (O/STEV)	P Value	R2 Modified
Emotional Intelligence > Quality management > Competency Emotional	0.094	0.317	0.319	0.060	5.288	0.000	

Table 3: Indirect Effect

Based on the findings of the study in table, it shows that quality management has a significant influence on the relationship between emotional intelligence and competence, the p value is less than 0.05 and the t value is 5.228. According to the results from the diagram below also shows an increase in the relationship effect. On quality management mediators with a value of 0.751 compared to 0.033 direct relationship between emotional intelligence and competence.

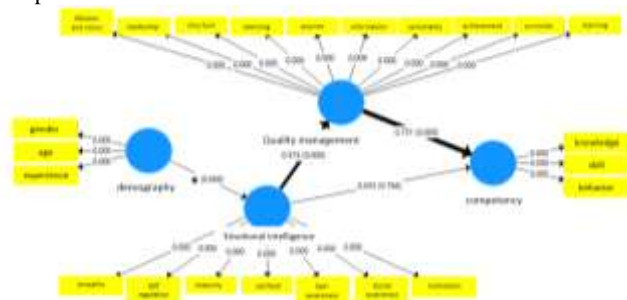


Figure 1: Relationship between emotional intelligence and competence

Discussion

The results of the analysis found that quality management functions as an intermediary in the relationship between emotional intelligence and competence. Quality management also functions as a strong mediator between emotional intelligence and competence. Based on the study of Baron and Kenny (1986), perfect mediation results if the independent variable does not give any implication to the dependent variable if the intermediary variable is controlled. Quality management can only be used as a dominant mediator or the only mediator in the relationship between emotional intelligence and competence if the value found is zero when quality management is controlled. In addition, the results from the analysis also found that quality management has a moderate positive relationship with emotional intelligence that is when the school organization is concerned and emphasizes aspects of their welfare, the value of love and closeness to school will also increase.

The results of this research match the findings from the study by Fuller et al. (2003) which has proven that quality management has a significant relationship with emotional intelligence ($r = 0.57$, $p < 0.01$). The results of the analysis also prove that quality management has a positive and low relationship with competence. The results of this study show that if the principal's level of competence increases, then the level of competence described through the principal's feelings about the importance of work and identification with schoolwork also increases, but at a low rate. This finding is in line with the study of Rhoades and Eisenberger (2002) who found that quality management has a relationship with competence. The findings of the study also support the opinion of Silbert (2005) who states that employees who feel they are valued

and supported by the organization exhibit an increase in their competence.

Based on the use of quality management, shows a more extensive and subjective understanding of the concept and is also appropriate in achieving an objective as stated by Ali et. al (2010) It is still an important aspect and given attention (Ali et al., 2010). Nevertheless, Escrig-Tena and Bou-Llugar (2008) concluded that quality management positively influences the performance and improvement of an organization based on the development of a series of skills competencies or specific abilities to use a resource (García-Bernal & Ramírez-Alison, 2010).

Siti Noor's (2011) study shows that quality management practices are low in a study conducted in low-performing schools in Kelantan. Here a question arises which is why not many educational organizations in Malaysia practice quality management. Although leadership style and the practice of quality management principles are generally effective management strategies to improve performance in organizations, the role of quality management in the education sector in Malaysia is still being discussed (Ahmad, 2008; Aziah, Abdul Ghani & Abdullah, 2008). Based on the study of Baron and Kenny (1986), complete and perfect mediation (perfect mediation) is born if the independent variable does not affect the dependent variable when the controlled intermediary variable that is path c' is equal to zero. Quality management can only be used as a dominant intermediary or the only intermediary to connect emotional intelligence and competence if the B value obtained is zero when quality management is controlled.

The use of the competency model as the core of human resource management is the starting point for the transformation of public services in the new millennium. It is the basis that will trigger a change of mindset and paradigms in human resource management to fulfill the vision of the Ministry of Education in the Malaysian Education Development Plan 2013-2025. The results of the findings in this study also provide exposure in addition to increasing knowledge and a wider level of understanding regarding emotional intelligence and its implications for organizational results in an institution. In addition, the results of this study also provide feedback related to the level of emotional intelligence, quality management, and competence and confirm the appropriateness of the constructs in the context of culture and lifestyle in Malaysia.

Conclusion

This study found that quality management functions as a strong intermediary in relating emotional intelligence and the principal's leadership competence. Such a thing proves that the group of principals feel that they have identification from the psychological aspect with their career and feel that the task is important in their lives. In other words, heads of units and departments who can

show their emotional intelligence from practices, actions, and ethical personalities can result in principals feeling that the organization in the school cares and is also concerned about themselves and subsequently feel that they are respected and valued. Therefore, to form a better assessment of the direction of the causal relationship between the studied variables, future studies can be conducted longitudinally or across time, that is, by obtaining data in two different time intervals. Furthermore, this type of research is likely to be more sensitive because it involves the characteristics and ethics of a leader. A combination of quantitative and qualitative methods is also proposed to minimize bias and variance that may also influence the results obtained. Finally, researchers in the future are suggested to do further research to improve and modify this structural model, especially from the predictive aspect to further increase the validity of this model to make this model generalizable to more aspects.

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