Does Emotional Intelligence Contribute to Organizational Commitment of NPQEL Certified Principals in Malaysia?

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Abstract

Emotional intelligence is a skill that organizational leaders should acquire to make better decisions in improving organizational achievement. Emotional intelligence can stimulate an individual's creativity and help improve organizational achievement. The study on organizational commitment are multi-dimensions, and are widely used to measure various variables such as leadership, motivation, job satisfaction, job stress and other variables. This study aimed to determine the level of emotional intelligence among NPQEL-certified principles in Malaysia. This study also aimed to identify the emotional intelligence relationship among NPQEL-certified principals with their organizational commitment and the contribution of the different dimensions of emotional intelligence towards principals' organizational commitment. This quantitative study used a survey method on a population of 1169 principals with 278 samples. A descriptive data analysis was performed using the IBM SPSS Statistics Version 25 and while inferential data analysis was obtained through the use of SEM SmartPLS 3.0. The results showed that the level of emotional intelligence of NPQEL-certified principals is high and there is a positive and significant relationship between emotional intelligence and organizational commitment. While self-awareness dimensions contributed significantly to the principals' organizational commitment.

Keywords: *emotional intelligence, organizational commitment, NPQEL-certified principal*

1. Introduction

Emotional intelligence is defined as the ability of a person to identify and manage emotions in oneself and others, recognize the emotions of others and establish friendly relations with them [8]. Emotional intelligence can stimulate an individual's creativity and improve organizational performance [7]. A leader needs to develop skills and master emotional competency in order to make viable decisions and improve organizational performance [8]. Theories pertaining emotional intelligence were developed by [3], [8], [14]. In [8] incorporates a mixed element of this ability, skill, and personality in Emotional Intelligence Theory. The theory of Emotional Intelligence by [8] entitled *Working with Emotional Intelligence* based on the book, *The Emotionally Intelligent Workplace* is the theory underlying emotional intelligence of this study. The four dimensions of emotional intelligence are self-awareness, self-management, social awareness, and relationship management.

In [4] suggested the Side-Bets theory as the basis of commitment of an individual. Although in [4] is widely known in the discipline of sociology, the theory is also employed in the education field. The side-bets theory presented by [4] provides an interesting explanation on the ability of an individual to be part of an organization. Commitment is often associated with loyalty and sustenance at workplace. The loyalty is based on the domain discussed, namely commitment to the organization, commitment towards work and commitment towards the profession. Beginning of the 1980s, studies on organizational commitment were conducted from various dimensions. In [11] viewed organizational commitment from three dimensions. In addition to the affective commitment dimension as in the study of [11]-[12] added two other dimensions, namely continuous commitment and normative commitment. The instruments employed are Affective Commitment Scale (ACS), Continuance Commitment Scale (CCS) and Normative Commitment Scale (NCS). Therefore, this study will employ Meyer and Allen's model [11] to examine the relationship between emotional intelligence variables and organizational commitment variables.

In [11] define organizational commitment as the willingness to work towards achieving organizational goals.

Aminuddin Baki Institute (IAB) has been tasked to upskill principals and teachers (PGB) for educational leadership skills through the National Educational Leadership Professional Qualification Program (NPQEL). As of July 2014, NPQEL has been a prerequisite for the appointment of PGB. NPQEL is derived from the National Professional Qualification for Headmasters (NPQH) Program which was launched on June 1, 1999, and was further strengthened in 2008 to be awarded the Competency Level Assessment (PTK), and was renamed to NPQEL. As from the year 2011, the NPQEL program was conducted for five months with both face-to-face and online mode. Furthermore, beginning July 2014, NPQEL was a prerequisite for the appointment of the PGB post (PPPM 2013-2025). The new requirements for the School Leaders Core Competency Framework that focuses on the personal qualities and core competencies of school leaders were adopted beginning 2016 for the selection process. NPQEL 2.0 was introduced beginning 2018 without any examinations at the end of the course but focusing on assessments of competency levels including strategic thinking competency, ability to lead changes, decision making, problem solving, leading of lessons, capacity building, building relationships and networks, communicating effectively, possess high leadership capability and personality [10].

2. Methodology

This study intends to:

1. What is the level of emotional intelligence among NPQEL-certified school principals in Malaysia?

2. Is there a significant relationship between emotional intelligence and their organizational commitment among NPQEL-certified principals in Malaysia?

H1: There is no significant relationship between emotional intelligence and their organizational commitment among NPQEL-certified principals in Malaysia

3. What are the dimensions of emotional intelligence that contribute to the organizational commitment among NPQEL-certified principals in Malaysia?

Ho2: There is no contribution of emotional intelligence dimension towards organizational commitment among NPQEL-certified principals in Malaysia

Ho2$_1$: There is no contribution of self-awareness dimension towards organizational commitment among NPQEL-certified principals in Malaysia

Ho2$_2$: There is no contribution of self-management dimension towards organizational commitment among NPQEL-certified principals in Malaysia

Ho2$_3$: There is no contribution of social awareness dimension towards organizational commitment among NPQEL-certified principals in Malaysia

Ho2$_4$: There is no contribution of relationship management dimension towards organizational commitment among NPQEL-certified principals in Malaysia

2.1. Sample

The population of this study is 1169 which is the total number of NPQEL-certified principals to the figures from the Secondary School Management Division (BPSH) in February 2017 from the total of 2408 principals in Malaysia (BPSH 2017). In this study, the researcher distributed 391 questionnaires to the sample of the study which represented the population of 1169 respondents. However, only 279 questionnaires were returned with a 71.35% of return rate. The use of Mahalanobis Distance in the analysis is to identify outliers and one case was identified. Therefore, the tests conducted in this study employed a total of 278 samples.

2.2 Tool

The researcher used multi-stage cluster sampling techniques and proportional ratio techniques to meet the characteristics of the desired study sample and to ensure that the sample being studied is representative of the population. The instruments used to measure the principal emotional intelligence level are Emotional Competency Inventory – Version 2 (ECI-V2) developed by [5]. The Three-Component Model Employee Commitment Survey Revised Version (TCM-ECS) developed by [11] was used to measure organizational commitment. ECI-V2 instruments consists of four dimensions namely self-awareness, self-management, social awareness and relationship management. To fulfill the purpose of this study, the researcher has adapted and modified the total of 30 items for this ECI-V2 instrument and are deemed suitable based on the object for the study based on research objectives and research questions. For TCM-ECS instruments, a total of 20 items were used in this study which were adapted to suit the local context. The scores used in this survey were based on a five-point Likert scale of 1 (strongly disagree), 2 (disagree), 3 (moderately disagree), 4 (agree) and 5 (strongly agree).

This study is based on two theories namely Emotional Intelligence Theory [8] for emotional intelligence variables and Sit-Bet Theory [4] for organizational commitment variables. The two models used in this study are Goleman Model [8] for emotional intelligence and Three Component Model [11] for organizational commitment.

3. Results and Discussion
3.1. Results

Data were analyzed using descriptive and inferential statistics. For descriptive analysis, SPSS version 25.0 was used while inferential data were analysed through Structural Equation Modelling (SEM) using Partial Least Square (PLS) version 3.0.

Table 1: Mean score, standard deviation and score interpretation of emotional intelligence dimensions

No.	Dimension	Mean	Standard Deviation	Score Interpretation
1	Self -Awareness	4.57	0.38	High
2	Self -Management	4.65	0.36	High
3	Social Awareness	4.65	0.38	High
4	Relationship Management	4.44	0.42	High
	Overall	4.59	0.33	High

Table 1 shows the mean score, standard deviation and score interpretation for the variable of emotional intelligence and its dimensions. In order to interpret the mean score, the score interpretation was referred as shown in Table 2. Base on Table 1, the overall mean score of emotional intelligence level is high (mean=4.59, SD=0.33). The comparison of mean score for each dimension shows that self-management (mean=4.65, SD=0.36) and social awareness (mean=4.65, SD=0.38) has the highest mean score, followed by self-awareness (mean=4.57, SD=0.38) and relationship management (mean=4.59, SD=0.33).

Table 2: Interpretation of mean score for each dimension

No.	Mean Score	Level
1	1.00 – 2.33	Low
2	2.34 – 3.66	Moderate
3	3.67 – 5.00	High

Table 3: Relationship between emotional intelligence and Organizational Commitment of NPQEL-certified principals

Relationship	B Value	SD	t Value	p Value
Emotional Intelligence → Organizational Commitment	0.221	0.101	2.192	0.035

The relationship between variables which is determined by the significant level of path coefficients, and that the coefficient value is matched with *t*-value. Critical value for two tail test is 1.96. Based on Table 3, the path coefficient value is 0.221 while the *t*-value is 2.192 (t >1.96). This indicates that Ho_1 failed to be accepted. The value shows there is significant relationship between emotional intelligence and organizational commitment among NPQEL-certified principals (β = 0.221, t = 2.192, p = 0.035). The analysis shows that the strength of the relationship between emotional intelligence and organizational commitment is positive. This indicates that the higher emotional intelligence of NPQEL graduates, the higher their organizational commitment.

Table 4: Level of Significance of the self-awareness, self-management, social awareness and relationship management dimensions towards organizational commitment

	β Value	t Value	p Value	Significant Level
Self - Awareness -> Organizational Commitment	0.181	2.356	0.019	t > 1.96
Self - Management -> Organizational Commitment	0.078	0.598	0.550	t < 1.96
Social Awareness -> Organizational Commitment	0.165	1.243	0.214	t < 1.96
Relationship Management -> Organizational Commitment	0.176	1.956	0.051	t < 1.96

Table 4 shows that the self-awareness dimension had a significant contribution to organizational commitment (β = 0.181, t = 2.356, t > 1.96). This shows that $Ho2_1$ failed to be accepted. This means that there is a significant contribution of self-awareness towards the NPQEL-certified principals' organizational commitment. The findings also show that self-management dimension did not have a significant contribution to organizational commitment (β = 0.078, t = 0.598, t> 1.96). This shows that $Ho2_2$ is fail to rejected. This means that there is no significant contribution of the dimension of self-management of the NPQEL-certified principals towards organizational commitment. The findings also show that social awareness dimension did not have a significant contribution to organizational commitment (β = 0.165, t = 1.243, t <1.96). This shows that $Ho2_3$ failed to rejected. This means that there is no significant contribution of social awareness dimension the NPQEL-certified principals' towards organizational commitment. The findings also show that relationship management dimension did not have a significant contribution to organizational commitment (β = 0.176, t = 1.956, t <1.96). This shows that $Ho2_4$ failed to rejected. This means that there is no significant contribution of relationship management dimension the NPQEL-certified principals' towards organizational commitment.

Table 5: Data analysis based on R^2 dan f^2 Value

Endogenous Variable	Exogenous Variable	R^2 Included	R^2 Excluded	f^2
Organisational Commitment	Self - Awareness	0.155	0.137	0.021
	Self - Management		0.155	0.000
	Social Awareness		0.139	0.019

	Relationship Management		0.142	0.015

Based on the analysis conducted, all four factors, namely self-awareness, self-management, social awareness and relationship management, accounted for 15.5% change in organizational commitment ($R^2 = 0.155$). This means that overall, this model has moderate strength. In this study, the value of $R^2 = 0.35$ was categorized as large, 0.15 as moderate and 0.02 as small (Cohen 1988). This finding shows that self-awareness, self-management, social awareness and relationship management have moderate predictive power over organizational commitment factors. Based on the result shown in table 5, the effect size for factors explaining organizational commitment were small for factors of self-awareness ($f^2 = 0.021$), self-management ($f^2 = 0.000$), social awareness ($f^2 = 0.019$) and relationship management ($f^2 = 0.015$). According to Cohen (1988), the f^2 value = 0.02 is categorized as small, 0.15 as moderate and 0.35 as large (Hair et al. 2017). However, the dimensions of emotional intelligence that have the largest effect size for forecasting strength on organizational commitment is self-awareness ($f^2 = 0.021$), followed by social awareness ($f^2 = 0.019$), relationship management ($f^2 = 0.015$) and self-management ($f^2 = 0.000$).

3.2. Discussion

The study found that overall level of emotional intelligence among NPQEL high school principals in Malaysia was high with all dimensions namely self-awareness, self-management, social awareness, and high-level relationship management. In detail, the NPQEL senior principals in Malaysia have the highest dimensions of self-management and social awareness, followed by the self-awareness dimension and lastly, the relationship management dimension. The findings of this study are in line with the study of [9], [15] who found that school leaders' emotional intelligence level was at the high level. However, the findings of this study are inconsistent with the findings of [16], which show that school leaders' emotional intelligence level is at a moderate level. In conclusion, the level of emotional intelligence of NPQEL graduate principals in Malaysia is high. This finding supports the assertion by [8] that the ability to manage one's emotions and the awareness of others' emotions is a key domain of emotional intelligence as organizations must engage their members in achieving a mutually agreed goal.

This study shows that there is a significant and positive relationship between emotional intelligence and the commitment of the principal's organization. This finding is in line with [13], [18] that there is a significant relationship between emotional intelligence and organizational commitment. This means that as emotional intelligence increases, organizational commitment increases as well. However, the study by [17] in Johor found that there is a negative relationship between emotional intelligence and organizational commitment, whereby high emotional intelligence may not affect organizational commitment. In [17] argue that there are other factors that affect organizational commitment such as teacher attitude, school organization culture and school administrator's leadership. These factors should also be noted by school administrators to increase organizational commitment.

In this study, based on the analysis conducted, only self-awareness dimension was found to contribute to the organization's commitment of the NPQEL graduate principals. Meanwhile, dimensions of self-management, social awareness and relationship management did not contribute to organization's commitment of the NPQEL graduate principals.

4. Conclusion

The findings show that the overall level of emotional intelligence of NPQEL graduates is at a high level. The findings of this study prove that there is a significant relationship between emotional intelligence and the organizational commitment of principals. In addition, one dimensions of emotional intelligence, namely self-awareness contribute significantly to organizational commitment. On the other hand, all four factors, namely the self-awareness, self-

management, social awareness and relationship management, accounted for 15.5% change in organizational commitment (R^2 = 0.155). This means that overall, this model has a moderate strength. In terms of impact size, the dimensions of emotional intelligence that explain organizational commitment are small in size.

In conclusion, it is hoped that future studies can be conducted by involving more study participants, including assistant principals and senior subject teachers. In addition, a study with larger scope at the macro level on emotional intelligence and organizational commitment among the Divisional Directors in the Ministry of Education, Directors of the State Education Department and the District Education Officers (PPD) should be undertaken for a complete data at all levels of the Ministry of Education. Such data are important for the projection of promotion and developing career pathways in the Ministry of Education, Malaysia.

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