

**LEADERS' EMOTIONAL INTELLIGENCE,
TEACHERS' ACADEMIC OPTIMISM AND
ORGANISATIONAL COMMITMENT IN
MALAYSIAN SECONDARY SCHOOLS**

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ORGANISATIONAL COMMITMENT IN
MALAYSIAN SECONDARY SCHOOLS**

by

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LIST OF ABBREVIATIONS

AO	Academic Optimism
EI	Emotional Intelligence
EIA	Emotional Intelligence Appraisal
EQ	Emotional Intelligence Quotient
EQ	Emotional Quotient
EQ-i	Emotional Quotient Inventory
IAB	Institut Aminuddin Baki
JS	Job Satisfaction
LEI	Leaders' Emotional Intelligence
MOE	Ministry of Education
MSCEIT	Mayer-Salvey-Caruso Emotional Intelligence Test
NGO	Non-Governmental Organisation
OC	Organisational Commitment
OCB	Organisational Commitment Behaviour
OECD	Organisation for Economic Co-operation and Development
OL	Organisation Learning
SES	Socioeconomic Status
SET	Social Exchange Theory
TALIS	Teaching and Learning International Survey
TAO	Teachers' Academic Optimism
TIMSS	Trends in International Mathematics and Science Study, an international assessment of student performance in Mathematics and Science
TOC	Teachers' Organisational Commitment
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USM	Universiti Sains Malaysia

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KECERDASAN EMOSI PEMIMPIN, OPTIMISM AKADEMIK DAN KOMITMEN ORGANISASI GURU DI SEKOLAH MENENGAH MALAYSIA

ABSTRAK

Kecerdasan emosi - menurut kajian-kajian lepas dikatakan sebagai aspek yang penting bagi pemimpin untuk memimpin subordinat ke arah mencapai aspirasi dan matlamat organisasi. Institusi pendidikan memerlukan kepimpinan yang baik selain guru yang optimis dan komited yang bekerja secara harmoni, serentak dan saling melengkapi antara satu sama lain. Tujuan utama kajian ini adalah untuk mengkaji pengaruh kecerdasan emosi pemimpin (LEI) terhadap optimism akademik guru (TAO) dan komitmen organisasi guru (TOC) di sekolah menengah Malaysia. Di samping itu, kajian ini juga mengkaji peranan optimism akademik guru sebagai mediator dalam hubungan antara kecerdasan emosi pemimpin dan komitmen organisasi guru. Berdasarkan kaedah pengumpulan data kuantitatif, kajian ini menggunakan reka bentuk tinjauan keratan rentas. Seramai 385 guru sekolah menengah dari wilayah utara Semenanjung Malaysia; Kedah, Perak, Perlis dan Pulau Pinang dipilih sebagai responden kajian menggunakan kaedah persampelan rawak. Satu set soal selidik yang terdiri daripada *Emotional Leadership Questionnaire (ELQ)*, *Teachers Sense of Academic Optimism for Secondary Teachers (TAOS-S)* dan *Multi-dimensional Commitment to Educational Organisational - Teacher Questionnaire*- digunakan sebagai instrumen untuk pengumpulan data. Data dianalisis menggunakan analisis deskriptif dan statistik inferensi. Dapatan kajian menunjukkan bahawa kecerdasan emosi pemimpin sekolah ($M=4.30$, $SD=.42$) dan optimism akademik guru ($M=4.29$, $SD=.53$) berada pada tahap tinggi. Walau bagaimanapun, tahap komitmen guru hanya

menunjukkan tahap sederhana tinggi ($M=4.04$, $SD=.54$). Secara terperinci, dapatan kajian menunjukkan setiap item pemboleh ubah ini (LEI, TAO, TOC) berada pada tahap tinggi dan sederhana tinggi dengan min skor 3.41 dan ke atas. Di samping itu, hasil kajian juga menunjukkan tidak ada perbezaan yang signifikan kecerdasan emosi pemimpin berdasarkan jantina. Malah, dapatan kajian juga memaparkan tidak ada perbezaan yang signifikan komitmen guru terhadap organisasi berdasarkan latar belakang demografi (jantina, umur dan tahun berkhidmat di sekolah semasa). Keputusan kajian turut menunjukkan terdapat pengaruh yang signifikan antara kecerdasan emosi pemimpin sekolah dengan optimism akademik guru dan komitmen organisasi guru. Selain itu, optimism akademik guru turut menunjukkan terdapat pengaruh yang signifikan dengan komitmen organisasi guru. Sehubungan dengan itu, dapatan kajian seterusnya menunjukkan bahawa optimism akademik guru ialah pengantara separa kepada hubungan antara kecerdasan emosi pemimpin dan komitmen organisasi guru. Dari segi implikasinya, kajian ini membawa kepada kemajuan teori pertukaran sosial dalam bidang yang berkaitan dengan bidang pendidikan di Malaysia. Peranan pemimpin yang cerdas emosi sangat penting untuk meningkatkan optimism akademik guru lantas memupuk komitmen organisasi guru di sekolah. Oleh itu, kepentingan kecerdasan emosi pemimpin harus dipertimbangkan oleh Kementerian terutamanya institusi pengurusan pendidikan dan kepemimpinan Malaysia yang tunggal, Institut Aminuddin Baki (IAB). Selanjutnya, komitmen organisasi dan optimism akademik guru harus ditekankan di institusi latihan guru dengan lebih terperinci dan mendalam.

**LEADERS' EMOTIONAL INTELLIGENCE, TEACHERS' ACADEMIC
OPTIMISM AND ORGANISATIONAL COMMITMENT IN MALAYSIAN
SECONDARY SCHOOLS**

ABSTRACT

Emotional intelligence – identified by previous study as an aspect that importance for leader to lead subordinate in achieving the aspiration and goals of organisation. Educational institutions require sound leadership as well as optimistic and committed teachers, working in harmony, unison and complementarity with each other. The main purpose of this study is to examine the emotional intelligence of school leaders (LEI) in Malaysia and its influence on teachers' academic optimism (TAO) and teachers' organisational commitment (TOC) in secondary schools. In addition, the study also examined the role of teachers' academic optimism as a mediator on the relationship between leaders' emotional intelligence and teachers' organisational commitment. Based on the quantitative data collection methods, the study adopted a cross-sectional survey design. A total of 385 secondary school teachers from northern zone of Peninsular Malaysia; Kedah, Perak, Perlis and Penang were selected as respondents using random sampling method. A set of questionnaire which comprises the Emotional Leadership Questionnaire (ELQ), the Teachers Sense of Academic Optimism for Secondary Teachers (TAOS-S) and the Multi-dimensional Commitment to Educational Organisational -Teacher Questionnaire- were employed as the instrument for data collection. Data were analysed using descriptive analysis and inferential statistics. The findings showed that the emotional intelligence of school leaders ($M=4.30$, $SD=.42$) and academic optimism of teachers ($M=4.29$, $SD=.53$) are

at high level. However, the commitment level of teachers was only at highly moderate ($M=4.04$, $SD=.54$). In detail, each item of these variables (LEI, TAO, TOC) was shown at a high and highly moderate level with mean score 3.41 and above. In addition, the results of the study also show that there is no significant difference in the emotional intelligence of leaders based on gender. In fact, the findings of the study also show that there is no significant difference in teachers' commitment to the organisation based on demographic background (gender, age and year of service in the current school). The findings of the study also showed that there is a significant influence of leaders' emotional intelligence on teachers' academic optimism and teachers' organisational commitment. In addition, teachers' academic optimism also showed a significant influence on teachers' organisational commitment. Accordingly, the findings also revealed that the teachers' academic optimism partially mediated the relationship between leaders' emotional intelligence and teachers' organisational commitment. In term of the implications, this research led to advancement of social exchange theory in the area that related to Malaysian educational context. The role of the emotionally intelligent leader is extremely important in enhancing teachers' academic optimism in order to foster organisational commitment of teachers in school. Therefore, the importance of leaders' emotional intelligence must be taken into significant consideration by the Ministry especially the sole national institute of education management and leadership of Malaysia, the Institut of Aminuddin Baki (IAB). Furthermore, the organisational commitment and academic optimism of teachers should be pressed at the teacher training institution in detail and in depth.

CHAPTER 1

INTRODUCTION

1.1 Introduction to the Study

As we enter the era of knowledge economy in the 21st century, Malaysia is striving towards the status of advanced and developed nation. As such, highly skilled human capital and human resource development stand as a determinant and the critical enabler in driving nation towards its goal. Hence, education plays an essential role in realising Malaysia's aspiration. In this context, the role of secondary education in the nation cannot be denied.

In order to create the first class minded capital, the secondary schools across the nation have to be possessed with competent and committed educators. This reflects that the responsibilities of the secondary school teachers becoming more challenging. Secondary school teachers are not only accountable for preparing students for the future by teaching problem-solving skills, critical thinking strategies and underlying concepts of the subjects required but they are the implementers of the curriculum and also the core in determining the standards, quality and effectiveness of secondary education in Malaysia.

Therefore, highly committed secondary school teachers tend to be a key contributor to accelerating human capital growth, as pointed out as one of the strategic trusts of the Eleventh Malaysia Plan (11MP). In this sense, commitment paid special attention to the fact that teachers feel at home in their school, that the workplace has a personal significance and that school problems are often their problems which reflects the recognition of their own organisation (Grego-Planer, 2020). The committed teacher

is also well mindful of his or her professional roles and obligations to students, parents, colleagues, school principals, educational administrators and the surrounding community (Werang & Pure, 2018).

Accordingly, the role of the leaders as a link between the demand of current education reform and teacher professionalism is very crucial. Hence, the school leaders in particular the principals, see themselves in a constant state of "rebuilding the staff" (Eduview, 2008). They engage teachers by merely holding responsibilities in establishing the emotional relations of teachers with the organisation, where attachment, loyalty and attitude of teachers are becoming increasingly necessary. As such, some leaders perceived emotional intelligence as a tool to accomplish their goals. Emotionally intelligent leaders have been identified as one of the fundamental factors affecting the different aspects of employees' efficiency in the organisation. This non-cognitive intellectual ability has become one of the key features of leaders.

As Malaysian school leaders are practising of being highly competent in emotional intelligence to promote committed teachers, its worth noting that the teachers' own individual characteristics have been proven to stand as a leading element in rebuilding themselves. The teachers' own beliefs which act as a cognitive filter to track action and thoughts help them to overcome their increasing profession barriers and challenges towards student and school success. The beliefs and attitudes of teachers have great influence on their commitment to the organisations. Such beliefs and trust are known as teachers 'academic optimism, grounded in positive psychology research, which compromises teacher's trust in parents and students about their learning, self-efficacy to deal with the related problems, while focusing on academics to help students succeed (Hoy, Tarter, & Woolfolk Hoy, 2006b). Hence, many studies have recognised

the significant contribution of teachers' academic optimism towards the teachers' commitment to the organisation.

However, Malaysian educational leaders need to understand that the constantly changing restrictive national education system has prompted transitions in teachers' positions, duties and responsibilities which may hinder the teachers to be academically optimistic and committed to the organisation. Analysis provided by PISA revealed that government teachers who opted or planning for early retirement are on the rise (Song, 2019). This recent issue clearly reflects the level of teachers' commitment in Malaysian schools which is still being debated in the nation. Therefore, in facing the increasingly competitive and high expectation of educational provision, it is of the utmost importance to note that the leaders need to demonstrate and foster a positive environment in workplace that will drive the teachers to be continually believing in themselves and remain committed. Hence, this study intends to examine the influence of leaders' emotional intelligence on teachers' academic optimism and teachers' organisational commitment in Malaysian secondary schools which would contribute to generating talented leaders, committed teachers, world class teaching and retaining highly developed human resources.

1.2 Background of the Study

Over the six decades, there have been various plans that steer and guide the development of education in Malaysia. Some remarkable ones include: the Razak Report (1956); Rahman Talib Report (1960); and the Education Act (1996). This effort continued with the implementation of the Education Blueprint by the Ministry of Education (MOE) which make appropriate preparations for a gradual and efficient reform of its educational system by 2025 (Ministry of Education, 2012).

The Malaysia Education Blueprint (2013-2025) is a transformation plan for the entire national education system to meet the country's aspirations amidst a highly competitive global environment. It is believed that, the transformation plan would be a stepping stone to the massive improvement of the education quality and provision as well as the teaching and learning process. To make sure that policy development and implementation match better, the challenges faced by the educational institutions such as schools should not be overlooked. The schools need to develop into further responsive, transparent and outcomes focused organisations so that any transformation plan that has been outlined becomes realistic even though some of the transformations takes time (Ministry of Education, 2012). In this case, the secondary schools in the nation contribute significant role in order to provide comprehensive and quality education to the children aged 13-18.

The main objective of secondary education is to build a strong foundation for lifelong learning and to expand student perspectives that pave the way for their future and the future of the country. However, data shows that only 91.05% of students nationwide in 2016 continued on to secondary schools compared to other Asian country such as South Korea and Japan which are 99.65% and 99.97 respectively (Ministry of Education, 2019). Apart from that, it is reported that drop-out cases tend to be more critical in secondary schools when children who enrolled in school in the first few years but left school when they hit later age (Siti Eshah, Kung T.W., & Haniz, 2016). This would undoubtedly place the nation far behind and hold back the government's intention towards in producing efficient and effective human capital for economic growth and becoming a developed nation.

As such, the subject of organisational commitment has received a lot of attention mainly in educational institutions (Jahanian, Zolfaghari, & Bagherpour, 2012). In the context of school organisation, teachers' organisational commitment is the extent to which the teachers connect with their schools and wish to continue working or supporting the school's vision (Chirchir, 2014). The educational issues emerged in secondary schools demand the teachers to be more motivated, dedicated and committed enough to face various challenges as well as behold a strong bond to the school organisation in order lifting achievement for all students. This is due to the fact that teachers are directly involved in the learning process and are responsible for providing knowledge and instilling good manners in their students (Zainudin, Junaidah Hanim, & Nazmi, 2010).

As a teacher he or she is obliged to accept his or her professional tasks of teaching, educating, and training the students (Werang & Pure, 2018). In fact, they strive to perform well and work well for the sake of their job (Batugal & Tindowen, 2019). Apart from that, the organisational commitment of the teachers also positively related to the co-worker relationship (Wainaina, Kipchumba, & Kombo, 2014) where they work in collaboration with other teachers to improve students' learning (Altun, 2017). Ates and Buluc (2015) noted that organisational commitment of teachers is one of the main factors in increasing capacity of teachers and schools. This is due to the fact that teachers committed to their job would be associating with their school organisations and as a result, they strive for organisational goals and academic growth of students as well as work hard for the improvement of schools. Hence, it is clear that the relationship among school teachers, the contact between teachers and students, the value of the practices and the level of concern of teachers about their career have an effect on the level of teachers' organisational commitment (Celep, 2000).

Committed teachers like working with their students and paying attention to their development. As such, the teachers' academic optimism which has been described as a strong force shaping the teaching and learning process, shares positive orientations with those who deal with education's increasing challenges (Hoy et al., 2006b). Teachers overcome their immense profession barriers and challenges by believing and trusting in themselves as well as others who are related to the organisation. The beliefs and attitudes of teachers have great influence on their status as a teacher. Çoban and Demirtaş (2011) in their study concluded that teachers devote more time and effort into their organisation if they believe in their teaching ability, trust their students, and emphasise on academic instruction. Thus, a significant number of literature and studies have revealed that the teachers' academic optimism and teachers' organisational commitment are interrelated and mutually dependent such as (Anwar, 2016; Chesnut & Burley, 2015; Coban & Demirtas, 2011 and Srivastava & Dhar, 2016).

However, in the context of Malaysian education, shows that the clerical and administrative works have been heavily burdened upon Malaysian teachers for decade (Song, 2019). Analysis in 2017 and 2018 on 133 public school teachers indicated that the unbearable increasing pressure of clerical and administrative workloads had merely add-ons to teacher's heavy workload (Song, 2019). This has been continuously preventing the teachers' to concentrate most of their time on teaching and learning tasks which effect classroom teaching and enable them to make proactive attempts to increase student involvement. Hence, such an ethos will fail to capture the importance of secondary school teachers for delivering and producing a holistic, competent and remarkable labour market amidst a highly competitive global environment. Therefore, the teachers' academic optimism is one of the important individual features that has lately captured the attention of educational researchers to improve student learning and

performance (Kilinc, 2013). In other words, this is one of the frameworks representing the expectations of teachers and their efforts to increase student outcomes. It has proven to increase student academic success.

These sense of teachers' behaviours; the teachers' organisational commitment and teachers' academic optimism would not however, occur without the presence of factors that drive in that direction. In other words, without any significant element that supports it the organisational commitment and academic optimism of teachers is merely on its own. Leadership is one of those considerations. In this case, many leadership studies (Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2014; Raman, Mey, Yahya, Yaakob, & Rozlina, 2015a; Marlia & Yahya, 2016; Sayadi, 2016; Berkovich & Eyal, 2017; Kouni, Koutsoukos, & Panta, 2018; Cilek, 2019 and Zheng, Shi, & Liu, 2020) have been linked to teachers' organisational commitment whereas (McGuigan & Hoy, 2006; Mascal, Leithwood, Straus, & Sacks, 2008; Chang, 2011; Kulophas, Ruengtrakul, & Wongwanich, 2015; Feng & Chen, 2019 and Kulophas & Hallinger, 2019) have documented research on leadership and teachers' academic optimism.

Leadership can be seen as the technique of influencing others to obtain the desired outcomes (Ibrahim & Daniel, 2019). The leadership style that is often associated with the excellence of a school either in Malaysia or abroad is instructional leadership and transformational leadership and recently the distributed leadership. However, theorist such as Goleman (1995), Mayer and Salovey (1997) and Bar-On (2000) strongly believed that emotional intelligence is a critical and effective component of leadership. According to them, emotional intelligence leadership takes more than just cognitive intelligence, but requires developing emotional intelligence. Leadership with

emotional intelligence is considered to be a key factor in developing a dynamic working atmosphere for employees and maximizing their potential growth (Alam, 2020).

Emotionally intelligent leadership plays a role in preserving school achievement. Goleman, Boyatzis and McKee (2002) asserted having emotional leadership at its heart is the basic mission of leaders to foster good feelings in those they lead. Meanwhile, David Caruso quotes that emotional intelligence is the unique intersection of intelligence and triumph of heart over head (Freedman, 2002). Salovey and Mayer (1990) who were the first used the term “emotional intelligence”, and they refer it as “how people appraise and express emotion and how they use that emotion in solving problems” (p.190).

A leader who possesses emotional intelligence will allow his subordinates to have the ideal working environment and produce a successful outcome (Doan, Nguyen, & Nguyen, 2020). In this study, leaders’ emotional intelligence is seen as the closest thing to achieving that excellence. Cooper (1998), in his study stated that if the emotions of the employees are managed effectively, it will have a positive effect on them by their demonstrating a high level of trust, loyalty and commitment towards the organisation. Meanwhile, Hsu, Chen, Wang, and Lin (2010) noted that emotional intelligence is one of the key elements in determining an effective leader, as effective leaders can monitor and motivate their subordinates. It is worth noting that on the other hand, leaders can only be successful with strong support from their committed subordinates (Norshidah, 2011). According to Bennies (2013), a superior who innovates, builds, concentrates on individuals and feelings, inspires people and leads them.

There have been numerous studies conducted which have generally investigated the leaders' emotional intelligence and teachers' organisational commitment (Akomolafe & Olatomide, 2013; Hussain, Ahmed, & Haider, 2014; Ul-Hassan, 2016; Saleem, Batool, & Khattak, 2017 and Sayir, 2018) and teachers' academic optimism (Jahraus, 2016; Leornard & Green, 2018 and Perelli, 2018). Majority of them found a positive relationship between the variables. Hence, educational leaders should ensure that their teachers are pleased with their profession and committed to the organisation (Batugal & Tindowen, 2019).

However, for the past few years, research on principals' leadership practices in Malaysia have highlighted the increasingly workload and heavy management responsibilities of school leaders (Harris, Jones, Sharma, & Kannan, 2013; Abdul Razak, Mohamad Johdi, Mohamad Mahzan, & Nazifah Alwani, 2013; Rahimah & Ghavifekr, 2014; and Anthony, Hamdan, Ismail, & Mahani, 2015). In addition, the current Malaysian educational transformation agenda has expanded the obligations of the school leaders. In this sense, emotional intelligence has become extremely a critical part of how leaders are actually tackling the significant challenges they face (Singh, 2013). The leaders need ensure their ability to identify and control their emotion as well as others in the organisation. This is due to the fact that, as leaders work and learn from their experiences, their acquisition of emotional intelligence traits will enable them to handle their emotional states to the issues they encounter, ensuring that their feelings are articulated in an appropriate and effective way to foster collaborative relationships within their organisations (Singh & Dali, 2014). At the same time, lack of emotional intelligence characteristics (e.i., lack of sympathy, weak communication skills) is believed to generate anxiety and stress among staff (Singh, 2015) which in the context

of school, tend to lower the level of commitment and academic optimism of the teachers.

Therefore, the organisations such as schools must take into consideration the emotional intelligence level among leaders and their leadership competency in the rapidly changing globalised world, where there is a stiff competition and the need to keep up with advanced technologies as well as maintaining a sustainable school environment where teachers' academic optimism and organisational commitment are top-rated. Thus, this study is undertaken to analyse and reveal the influence of leaders' emotional intelligence on teachers' academic optimism and teachers' organisational commitment in Malaysian secondary schools as the position of the leaders in Malaysia has become highly important and now seen as a key lever to ensure successful schools.

1.3 Statement of the Problem

Educational landscape is evolving progressively and schools are now subject to frequent drastic changes. In conjunction, Malaysia's education sector is entering an extensive phase of transition in line with the implementation of the education Blueprint by the Ministry of Education (MOE), that would make necessary preparations or a gradual and efficient reform its educational system by 2025. As such, committed teachers are the cornerstone for success of any new implementation as they are prone to be hard-working, has the strength to continue with the organisation and dedicated to their profession. According to Croswell and Elliot (2004), the level of teachers' commitment is a key determinant for the achievement of the new education transformation as it significantly affects the desire of the teachers engaged in collaborative, constructive, and reflective activities. In order for organisations to perform and maintain their competitiveness, teachers must aim to increase level of

commitment. Teh, Wong, and Ngerang (2011) stressed that for the purpose of generating world-class teaching and retaining highly skilled human resources, teachers' commitment to the school must be an important feature to be focused on. Apart from that, employees with strong affective commitment voluntarily perform their duties as well as perform additional activities and show behaviours in the interest of other employees and the company as a whole (Grego-Planer, 2019).

Meanwhile, teachers' academic optimism which is also referred as teachers' cognitive thought processes also related to commitment. This is due to fact that in order to optimising student learning, thus increasing student performance, expert teachers tend to dedicate their time and energy (Kurz, 2006). Nevertheless, as previously highlighted, the mutual and interrelationship between these attributes have been strongly proven by past studies. Woolfolk Hoy (2012) suggested that a culture of optimism could enhance motivation and cooperation among teachers, help them to develop and sustain high standards, aspire for mastery, and work together to learn and excel. Given the many challenges that can impact the learning process, the most effective teachers are those who seemed to stay confident in their ability to make a difference with all learners. Teachers emphasise the importance of academic outcomes and prepare and carry out learning activities to achieve this purpose (Kulophas, Hallinger, Ruengtrakul, & Wongwanich, 2018).

In the context of Malaysian secondary schools, major attention has always been paid to academic optimism and the organisational commitment of teachers. It is foreseen that the program laid out the Education Blueprint would contribute to a collective set of favourable advantages to the teachers. Teachers are expected to enjoy better working conditions with a minimized administrative burden where they can focus their energy

on their core teaching and learning activities (Ministry of Education, 2013) and generally being committed to the organisational.

However, in reality, it seems that even six years after the establishment of the Education Blueprint, the expectations are not fulfilled. This is attributable to the dilemma of the teacher's workload, which does not seem to have an end, but instead is rising. The Ministry's initiatives to lessen the teachers' burden by introducing data entry, documentation, reports, assessment via computerised management system happens to be only a matter of the transition from paperwork to streamlining data collection and management process. From the point of view of educational advancement, most researchers and educators agree such workload is either impractical or unnecessary (Song, 2019). They're just add-ons to the heavy burden of the teacher. Apart of that, the data entry process takes a long time, and with limited internet access, particularly in rural areas, it disturbs the emotions of teachers as well as affects their performance which leads to low commitment to the profession.

Even though the Ministry has announced that 50 percent of teachers' workload has been reduced (Christina, 2019) but a quick survey on several teachers from six states in Malaysia (Selangor, Perak, Kedah, Penang, Kelantan and Sarawak) have reported that this "50 percent" statistic is misleading and baseless (Song, 2019). This proved to be true when the National Union of Teaching Profession (NUTP) released a recent statement that more than 50 issues of teacher burden need to be addressed (Azizi, 2018) and receives between 30 and 50 cases of stressed teachers every month (NUTP). Thus, the teachers' struggles and pressures have put their degree of commitment to the test, which was one of the reasons for the gradual increase in the number of early retirement. In 2017, the MOE revealed that 3,591 teachers had opted for early retirement in 2016

(equivalent to 0.8% of teachers in the country) compared to 2,777 in 2015 (Bernama, 2017) and will inevitably continue to rise over time.

Therefore, the commitment issue among Malaysian teachers are still being debated. Local research on teachers' organisational commitment associated with various variables since a decade ago (Jorlah, 2009; Anuar Ahmad, Siti Haishah, & Nur Atiqah, 2009; Najeemah, 2012; Nurharani, Norshidah, & Afni Anida, 2013; Nurulaim Asyikin & Suhaida, 2013; Mohd Ramzan Awang, 2014; Thien, Nordin, & Ramayah, 2014; Suhaili & Khaliza, 2016; Mohd Khairuddin, Maspiah, & Halimah, 2017; Azizul & Mohamed Yusoff, 2018 and Roslee & Tisebio, 2020) reflects inconsistent findings. The scenario clearly shows that the independent variables that have been used in most of the teachers' organisational commitment studies were not strong enough to explain the issue. As mentioned by Singh (2016), given the importance of organisational commitment, numerous determinants of organisational commitment have been explored by researchers; there is still a need to recognise various other predictors.

Hence, to resolve the research gap, the researcher has chosen leaders' emotional intelligence as an independent variable to test on academic optimism and organisational commitment of the teachers. This is in response to the recommendation of a review of the leadership literature in Asia that highlighted an urgent need for more systematic research into educational leadership in many countries, including Malaysia (Hallinger & Chen, 2015). Since emotional intelligence is now a new term for anything that requires motivation, emotion or great personality (Mayer & Cobb, 2000) and has proven to influence the actions and commitment of employees in the organisation, there are not many studies in the Malaysian educational context that specifically refer to these attributes. Under the teachers' organisational commitment and leadership studies,

transformational, instructional and distributive leadership top the list. On the other hand, teachers' self-efficacy (which is one of the teachers' academic optimism dimension) is often chosen to be investigated. Hence, exploring the teachers' academic optimism in term of the whole variable as a mediator in the relationship between the leaders' emotional intelligence and organisational commitment of teachers would be the first to be investigated in the context of Malaysian secondary schools. Therefore, the present study proposes to investigate the relationships between emotional intelligence of leaders and organisational commitment of teachers with the mediation of teachers' academic optimism in Malaysian secondary schools. Such an attempt may gain a richer understanding on the emotional intelligence of the leaders which is still in its infancy in this country in inspiring the teachers to be academically optimistic and to commit themselves more towards the final output of an organisation.

1.4 Objective of the Study

Specifically, this study aims to:

1. To determine the level teachers' organisational commitment in Malaysian secondary schools.
2. To determine the level of teachers' academic optimism in Malaysian secondary schools.
3. To determine the level of leaders' emotional intelligence in Malaysian secondary schools.
4. To determine the significant difference of leaders' emotional intelligence based on gender.

5. To determine the significant difference of organisational commitment among teachers based on their demographic background (gender, age and years of service in the current school).
6. To determine the influence of leaders' emotional intelligence on teachers' organisational commitment.
7. To determine the influence of leaders' emotional intelligence on teachers' academic optimism.
8. To determine the influence of teachers' academic optimism on teachers' organisational commitment.
9. To determine the mediating effect of teachers' academic optimism on the relationship between leaders' emotional intelligence and teachers' organisational commitment in Malaysian secondary schools.

1.5 Research Questions

Specifically, this study aims at answering the following questions:

1. What is the level of teachers' organisational commitment in Malaysian secondary schools?
2. What is the level of teachers' academic optimism in Malaysian secondary schools?
3. What is the level of leaders' emotional intelligence in Malaysian secondary schools?
4. Is there any significant difference of leaders' emotional intelligence based on gender?

5. Is there any significant difference of organisational commitment among teachers based on their demographic background (gender, age and years of service in the current school)?
6. Is there any influence of leaders' emotional intelligence on teachers' organisational commitment?
7. Is there any influence of leaders' emotional intelligence on teachers' academic optimism?
8. Is there any influence of teachers' academic optimism on teachers' organisational commitment?
9. Is there any mediating effect of teachers' academic optimism on the relationship between leaders' emotional intelligence and teachers' organisational commitment in Malaysian secondary schools?

1.6 Research Hypothesis

Based research questions mentioned above, a few hypotheses have been formed to be tested at .05 significant level. The hypotheses are as below:

- H₀₁: There is no significant difference of leaders' emotional intelligence based on gender.
- H₀₂: There is no significant difference of organisational commitment among teachers based on their demographic background (gender, age and years of service in the current school).
- H₀₃: There is no significant influence of leaders' emotional intelligence on teachers' organisational commitment.
- H₀₄: There is no significant influence of leaders' emotional intelligence on teachers' academic optimism.

H₀₅: There is no significant influence of teachers' academic optimism on teachers' organisational commitment.

H₀₆: There is no significant mediating role of teachers' academic optimism on the relationship between leaders' emotional intelligence and teachers' organisational commitment in Malaysian secondary schools.

1.7 Significance of the Study

Many research have been carried out to analyse the influence of leaders' leadership style and employee commitment. While only a few research were conducted contextualising the variables to the leadership with emotional intelligence and its influence on the employee commitment specifically in educational field. Meanwhile, the investigation whether academic optimism of teachers plays a role as a mediator between the relationship of these two variables has not been performed so far particularly in the context of Malaysian educational perspective. Therefore, this study is significant because it is mainly outlined to determine the influence of leaders' emotional intelligence on academic optimism and organisational commitment of teachers and whether the teachers' academic optimism mediate the relationship between the two variables. The results of this study are vital to those serving in the educational sector, particularly the secondary schools.

First, this study illustrates the significant contribution of school leaders to educational leadership practices. The analysis gives the school leaders useful knowledge to examine the impact of their own emotional intelligence as leaders and its relation to the teachers' academic optimism and organisational commitment and eventually towards academic excellence of the students. As such, this will contribute to a greater understanding of the duties and obligations of the leaders in accordance with

actual position they held in school. In particular, it will be as an encouragement for them to move with higher emotional stability and to evaluate their strengths and weaknesses. It is hoped that if it is proven that leaders with emotional intelligence can give a strong impact on teachers' organisational commitment, then it could bring teachers' organisational commitment issues in our nation into light. The leaders in secondary schools can adapt these skills to nurture and simultaneously refine their leadership style. Moreover, the findings of this study will provide leaders a guidance on their leadership skills comprehensively according to the social exchange theory which is considered as a mechanism of reciprocity.

Secondly, this research highlights the significance contribution on training at the educational leadership training institution. Based on Goleman's belief that emotional intelligence can be taught, the need for emotional development of leaders as well as the future leaders through education is undeniable. Therefore, this particular research has its high significance to the sole National Institute of Education Management and Leadership under the Malaysian Ministry of Education (MOE), the Institut Aminuddin Baki (IAB). IAB was founded 42 years ago and provides management and leadership training. IAB's clients include in-service education officers such as the school leaders. The objective of the training is to help leaders in leading the teachers and schools to excellence. Therefore, this study would provide the Ministry of Education, in particular the IAB with information on the importance and need for leaders' emotional intelligence. The relevant information can be utilised in order to plan the most necessary training for new and prospective leaders and future development programmes.

Thirdly, this research features the significance contribution on the teachers' professional development. It is expected that the current study would be very useful to the teachers as it explores teachers' characteristics and teachers' organisational commitment. It is very crucial in recognising ways of promoting teachers' academic optimism to increase their effectiveness and commitment which later positively affects the students and organisation. This study aims primarily at learning from academically optimistic teachers or teachers with a high academic optimism and their way in mediating the relationship between leaders' emotional intelligence and teachers' organisational commitment. Based on the leaders' relevant emotional intelligence exposures and approaches, the teachers are anticipated to share their way of being academically optimistic and committed to the organisation through professional development especially the school based for school excellence.

This research can also be said to make a major contribution to the relevant field in terms of theory and policy. This study supports accumulated literature in theoretical aspect on three major human factors; leaders' emotional intelligence, teachers' academic optimism and teachers' organisational commitment. The findings are great use to research scholars and academicians, who are involved in human resource research field, and to further gain insight into the issues of people management, managerial philosophy and managerial approaches and policy making followed by the organisations that are directly or indirectly related to education.

The final significant contribution thus lies on the used of methodology. The quantitative method of the present research involves the use of major statistical methods such as central tendency and dispersion measures as well as the statistical tests such as correlation, regression, and many more. Therefore, the present study would be able to

provide a wide range of significant and reliable findings that are highly beneficial to Malaysian educational field. It involves strengthening the leadership style with emotional intelligence, and the teachers' own belief and dedication towards organisational commitment. Meanwhile, the influence of teachers' academic optimism as a mediator on the relationship between these variables would also be nurtured and pressed.

1.8 Scope and Delimitation of the Study

This study is undertaken in secondary schools from four states situated in the northern region of Peninsular Malaysia. They are Perlis, Kedah, Penang and Perak. It involves secondary schools in urban as well as in rural areas. Therefore, other secondary schools out of this zone are not involved in this study. Meanwhile, this study only focuses on the northern part of peninsular Malaysia due to a number of factors, such as time constraint, cost and geographical location. The northern region is much easier for the researcher to access.

Secondly, this research delimited only on government aided secondary school such as National Secondary Schools (*Sekolah Menengah Kebangsaan*). This type of school represents more than 50% from the total number of secondary schools in the nation. Other types of government or government-aided secondary schools such as National-type Secondary Schools (*Sekolah Menengah Jenis Kebangsaan*), Religious Secondary School (*Sekolah Menengah Agama*), Technical and Vocational Schools (*Sekolah Menengah Teknik dan Vokasional*), Fully Residential Schools (*Sekolah Berasrama Penuh*), MARA Junior Science College (*Maktab Rendah Sains MARA*), Military Colleges, Special Model Secondary Schools, Sports Schools and Performing

Arts Secondary Schools are not chosen to be a part in this study due to the demographical, management and administrative differences.

Next, this study involves leaders comprise of principals in secondary schools. This is due to the major roles and responsibilities of principals in school management especially in managing teachers. Hence, they do not represent the other leaders in secondary schools such as Senior Assistants (four of them), Head of Department (*Guru Kanan Mata Pelajaran*) and Head of Subject Panels (*Ketua Panitia*). Meanwhile, the respondents of this study are secondary school teachers. They are the graduate teachers with the experience of more than three years and are confirmed by the Public Services Commission of Malaysia (*Suruhanjaya Perkhidmatan Awam*) as Graduate Education Officer (*Pegawai Pendidikan Siswazah*). The time frame of respondents' working experience is more than three years which is adequate for the teachers to give accurate information regarding their level of commitment. In addition, the teachers selected as respondents should also fulfill the criteria that they had served under the current school principal for at least one year.

Next, this study involves three variables namely leaders' emotional intelligence, teachers' organisational commitment and teachers' academic optimism. All these variables are chosen based on literature reviews that have been done initially. There may occur sociocultural differences among the countries and most likely effect the perception and understanding on the terms used in the questionnaire. Besides, the data gathered from this study shall be based on the study period. Therefore, any changes on education or economy policy or politic background in future may bring differences in making generalisation and conclusion.

1.9 Operational Definition

This part explains term and concepts which are the significant measurement for this study.

1.9.1 Leaders' Emotional Intelligence

Leaders should cater themselves with a remarkable leadership style to run the organisation. However, leaders who deal subordinates with emotional intelligence would carry their duty better. Emotionally intelligent leadership deals with a principal's ability to consider the thoughts and emotions of others and to behave in accordance with his or her core values in order to lead the school to success. In this study, leaders' emotional intelligence is an independent variable and refer to how principals as the leaders in schools are aware of their emotion ability to manage themselves and handle relationships with other based on four domains (1) Self-awareness, (2) Self-management, (3) Social awareness, (4) Relationship management (Goleman et al., 2002). The instrument used to measure Leaders' Emotional Intelligence was Emotional Leadership Questionnaires (ELQ) by Nokelainen, Ruohotie, and Tirri (2007) with 51 items that operationalises Goleman, et al.'s (2002) four domains of emotional intelligence with eighteen competencies.

1.9.1(a) Self-Awareness

Self-awareness refers to the principals' awareness about their own emotion and internal states. Principals' self-awareness knowing a situation causes a reaction, help them to avoid making hasty decisions and regulate their feeling. The principals' emotional self-awareness, accurate self-assessment and self-confidence are the three competencies under this dimension. It is the basis on which the other domains develop

on and without understanding their own emotions; he or she will not be able to succeed in the other domains.

1.9.1(b) Self-Management

Self-management refers to the willingness of the principals to control their own feelings and their internal states. It is the principals' ability to manage distress influences such as anxiety and frustration or anger and prevents emotional disruptive behaviour. The principals' competencies lay under this dimension are self-control, transparency, adaptability, achievement, initiative and optimism.

1.9.1(c) Social Awareness

Social-awareness refers to the principals' awareness of his or her subordinates' and others' feelings, needs, and concerns. It is the principals' ability to read non-verbal indicators for negative feelings, notably anger and fear of their subordinates, and to assess their trustworthiness. The principals' empathy, organisation awareness and service orientation are the three competencies under this dimension.

1.9.1(d) Relationship Management

Relationship management refers to the principals' capacity to handle and control his or her subordinates' and others' feelings, needs and concerns. It is the ability of the principals to tune or manipulate the emotions of another person. The principals' competencies such as inspiration, influence, developing others, change catalyst, conflict management and teamwork and collaboration are under this dimension.

1.9.2 Teachers' Academic Optimism

The academic optimism of teachers is about teachers having the collective belief that all staff will meet the needs of students effectively, there is trust within the school and with parents and students, and teachers have high expectations for the achievement of their students (Hoy et al., 2006b; Smith & Hoy, 2007). In this study, teachers' academic optimism expected to play a role as mediator variable and refers to teachers' belief that they have the capability to positively affect student achievement by believing in themselves and trusting others. Thus, this construct of academic optimism at the individual teacher level in this study focuses on (1) Teacher sense of self-efficacy, (2) Teacher trust in parents and student and (3) Teacher academic emphasis. The instruments used to measure this variable was Teachers Sense of Academic Optimism Scale for Secondary Teachers (TAOS-S) by (Fahy, Wu, & Hoy, 2010) which has nine items.

1.9.2(a) Teacher Sense of Self-Efficacy

Teacher sense of self-efficacy refers to teacher's ability to deliver optimal student participation and learning outcomes. It is the teachers' personal belief or assumption which display the cognitive part. Teachers demonstrate a high degree of dedication towards implementing a variety of instruction method in order to increase students' achievement despite many challenges in the classroom.

1.9.2(b) Teacher Trust in Parents and Students

Teacher trust in parents and students refers to the ability of teachers to establish relationships of trust with students and parents. It is an affective reaction. Teachers being trustworthy by displaying kindness and concern for students and parents, as it

gives students and parents some confidence that the teacher will behave in their best interest.

1.9.2(c) Teacher Academic Emphasis

Teacher academic emphasis refers to the confidence of the teachers in their contribution towards the students' academic success. It is the focus for specific behaviours in classroom. Teachers ensure student academic achievement by setting high standards, but reasonable targets that are at the acceptable level for each student and students' reacting positively to the challenge of these objectives.

1.9.3 Teachers' Organisational Commitment

Meyer and Allen (1997) defined organisational commitment as a state of psychological concern about how individuals feel about their organisational commitment and the desire to remain with the organisation. In this study, teachers' organisational commitment is a dependent variable and refers to teachers' mindset that clarify their association and responsibility to school as well as their efforts to realise the goals and values of the school and to maintain their strong desire for school membership based on four dimensional construct namely (1) Commitment to school, (2) Commitment to teaching occupation, (3) Commitment to teaching work and (4) Commitment to work group. The organisational commitment scale of educational organisations also known as the Multi-dimensional Commitment to Educational Organisational -Teacher Questionnaire- developed by Celep (2000) was used as the instrument to measure this variable. This instrument has 28 items.

1.9.3(a) Commitment to School

Commitment to school refers to the strong desire of the teachers to maintain membership in the school. Its teachers' dedication towards school. Teachers make efforts on behalf of the school's goal with a regard to the future of the school.

1.9.3(b) Commitment to Teaching Occupation

Commitment to teaching occupation refers to the attitudes of the teachers toward their profession. Teachers perceived the choice to be a teacher as the most meaningful decision and they were proud of their profession.

1.9.3(c) Commitment to Teaching Work

Commitment to teaching work refer to a teacher's occupied physical and psychological degree in his or her daily life. It involves teachers' dedication towards teaching task whereby they were pleased with the tasks, and they attempted more to do the best in school.

1.9.3(d) Commitment to Work Group

Commitment to work group refers to the intensity of the teacher's sense of loyalty and collaboration with other teachers. It includes teachers' involvement towards teamwork. Teachers form a close and friendly bond with the members of the working group which they perceived as the most effective motivation.

1.9.4 Leaders

In this study, leaders refer to the secondary school principals who are responsible to guide and lead their subordinates, the teachers, to achieve school aim. The principals were at least with a year of service in the current school.

1.9.5 Mediating

Mediating describes the relationship between the independent and the dependent variable. It describes how or why there is a relationship between two variables. In this study, teachers' academic optimism (mediator variable) is a possible mechanism by which leaders' emotional intelligence (independent variable) may generate changes to teachers' organisational commitment (dependent variable).

1.9.6 Influence

Influence refers to the capacity to produce desirable and observable behaviour and results. In this study, the emotional intelligence of leaders is investigated in order to have a measurable effect on the outcome, academic optimism and organisational commitment of teachers. In addition, the academic optimism of teachers is investigated over the organisational commitment of teachers.

1.10 Summary

Leaders play a significant role in an organisation's success or failure. In a school, the leader's role in determining teachers' organisational commitment cannot be undermined. In this current study, the focus was on the influence of emotional intelligence practiced by secondary school principals (leaders) on the academic optimism and organisational commitment of the teachers. There is enough evidence to

indicate that leaders with a high level of emotional intelligence are able to influence, encourage, intellectually stimulate and develop their staff (Moore, 2009). Meanwhile, Kurz (2006) in his study concluded that the academic optimism of the teachers is related to the organisational commitment of the teachers. Based on the findings of these empirical studies, teachers' academic optimism and teachers' organisational commitment was assumed to be influenced by leaders' emotional intelligence. Meanwhile, teachers' organisational commitment was also assumed to be influenced by teachers' academic optimism. The relationship between leaders' emotional intelligence and teachers' organisational commitment might be a direct one or mediated by teachers' academic optimism. Therefore, this study was set to investigate the level and relationships between these three variables.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The purpose of this study is to determine the influence of leaders' emotional intelligence on teachers' academic optimism and organisational commitment in secondary schools. This study is also determining the assumption of teachers' academic optimism act as a mediator between the relationship of leaders' emotional intelligence and teachers' organisational commitment. In conjunction, this chapter presents a review of the literature in six main sections for the purpose of the study. The first section presents a review of the education administration in Malaysian schools specifically the secondary schools. The second section delivers the definition, history and model of emotional intelligence, teachers' academic optimism and organisational commitment. The third section presents the underpinning theory of this study and followed by previous research findings of related variables in the fourth section. Finally, the last two sections present the theoretical framework and conceptual framework of the study respectively.

2.2 Education Administration in Malaysia

Malaysia is committed to provide a complete elementary and secondary education for everyone. The strength and accountability of the Ministry of Education (MOE) lies in the organisational structure and administration of the education system. Malaysia's educational administration is centralised and there are four distinct hierarchical levels in its administrative structure, namely federal, state, district and school. The organisations comprising these four levels are the Education Ministry, the

State Departments of Education, the District Education Offices and the Schools (Ministry of Education, 2013).

2.2.1 Education Administration at the School Level

The children in Malaysia begin preschooling at the early age of four to six. Then, after spending six years at the primary school level, they continue to the lower secondary level for three years followed by two years at the upper secondary level.

There are a several kinds of secondary schools in Malaysia which provide general secondary level education and are under the administration of the MOE. Administration at secondary school level is in charge of the principal. They are responsible for delivering professional and managerial leadership. School boards, together with the Parent-Teacher Associations (PTA), provide school management assistance and help facilitate collaboration between schools and communities (UNESCO, 2011 in Ministry of Education, 2013).

The secondary schools lead by the principals are under the instruction of the Ministry of Education, the State Departments of Education and the District Education Offices (UNESCO, 2011 in Ministry of Education, 2013). Therefore, the principals in schools are more on paper oriented. In order to meet the national educational goals and aim, the principals play an active role in the overall development of their teachers. They ensure that the school environment is conducive both inside and outside the classroom for learning (The Economic Planning Unit, 2010).

The expectation of success and achievement is high not only for the pupils, but also for teachers, parents, school stakeholders and the local community. Therefore, the school leaders are trying hard and making every effort to improve the performance,

quality and efficiency of the school. The school leaders need a clear direction and appropriate development approaches (Ministry of Education, 2013). A clear and relevant vision that can revitalise teachers and inspire students is the key to success of any school. At the same time, efficient and responsive leadership can affect the commitment of the teachers towards organisational success (Shariffah Sebran Jamila, 2012).

Lezotte and Snyder-McKee (2011) noted that the public schools of today call for a type of leader that can take a school through the high level of change and reform. According to Reason (2010), to achieve sustainable change in schools, leaders need emotional intelligence, especially emotional resilience skills. Emotional resilience refers to one's adaptability to stressful situations, maintain positive emotions and continue working (Reason, 2010). Marzano and Waters (2009) claimed that if schools are to have a truly lasting improvement, then conventional leadership skills and behaviours need to be discarded and instead defines the skills, attitudes and feelings that will offer the schools lasting change and success.

Traditional leadership training programmes concentrate on the cognitive skills required, but this preparation may not be sufficient to provide the principals with all the resources they need to move a school towards lasting success (Wallace Foundation, 2007). This means, the principals can no longer depend only on their cognitive abilities to bring success to their school. Until the last century, the interpretation of intelligence was strictly related to cognitive functions such as memory, learning and problem-solving. Researchers claimed that in order to foresee individual performance, standard cognitive intelligence itself is not sufficient (MTD Training, 2010).

Thus, the current generation of leaders must understand that there are also non-cognitive aspects of intelligence. Behaviours that define what leaders do and who they are is a type of intelligence called as emotional intelligence. Leaders' emotional intelligence gives better perspective of the attributes and competence as well as the capability to manage their emotions to inspire their employees and create sound judgement (Caruso, Mayer, and Salovey, 2002).

2.3 Emotional Intelligence (EI)

In 1920, Edward Thorndike, a psychologist, originated the word 'social intelligence', demonstrating the fact that intelligent behaviour goes beyond cognitive and technical competence. Later in 1940, David Weschler further introduced the idea of non-cognitive intellectual ability by suggesting that there could be no full description of the intelligence until we could fully identify those elements that were not traditionally linked to cognitive abilities (MTD Training, 2010). This emotional knowledge plays a key role in everyday social interactions. These interactions involve interpreting one's feelings and others and then predicting the reactions to these feelings (Shaver, Schwartz, Kirson, & O'Connor, 2001). In fact, individuals make cognitive decisions on how to handle emotive episodes.

In sum, its worth noting that, the study of emotional intelligence has gained tremendous attention. This is due to the fact that the research on emotional intelligence helps to expand one's understanding of what it implies to be intelligent by conceptualising intelligence as more than intellectual abilities. Moreover, research on emotional intelligence has undoubtedly identified it as an independent intelligence which meets the intelligence criteria.

2.3.1 Concept and Definition of Emotional Intelligence

There continues to be some confusion regarding the precise meaning and interpretation of the emotional intelligence concept at this time. Different researchers use different definitions of emotional intelligence and have developed different measures to operationalise the construct. Salovey and Mayer are the researchers who agree with the word 'emotional intelligence' (Goleman, 1995).

Mayer and Salovey (1997) described emotional intelligence as following:

The subset of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use this information to guide one's thinking and action. (p.189)

The most popular theorist in regard to emotional intelligence is Daniel Goleman (1995) defines emotional intelligence generally as following:

The capacity to recognise our own feelings and those of others; for motivating ourselves; and for managing our emotions well within ourselves and within our relationships. (Goleman, 1995)

Meanwhile, another theorist Reuven Bar-On (2000) defines emotional intelligence as following:

An array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands. (Goleman, 2001)

Thus, emotional intelligence mainly refers to one's ability to understand one's own feelings as well as what people feel and react to perceived feelings by fostering an appropriate and trusting atmosphere. In other words, it is one's emotion abilities to acknowledge, regulate and manage feelings of oneself and each and every one in the group.

2.3.2 History of Emotional Intelligence Theory Development

The study of emotional intelligence is rooted in Darwin's work, who claimed that expression was crucial to survival (MTD Training, 2010). The basic theory of emotional intelligence integrates core design from the intellectual and emotional areas. The belief that intelligence requires the capacity to carry out abstract reasoning comes from intelligence theory. They suggest that emotional intelligence is capable of perceiving, reacting, controlling, interpreting and handling emotional information without experiencing it (Ugoani, 2015). However, the origin of the term emotional intelligence is illustrated as Table 2.1.

Table 2.1

The Origin of the Term “Emotional Intelligence” from Different Perspective

Year	Theorist	Description and Contribution
1920	Thorndike	Defined social intelligence that emphasises intelligence goes beyond knowledge and skills
1940	Wechsler	Acknowledged that intellectual elements support the intelligence
1966	Lenuner	Developed the concept of emotional intelligence which relates intelligent behaviour to emotions
1973	Sifenos	Interpreted the concept of Alexythemia which describes it as the incapacity to understand emotions
1983	Gardner	Exposed the principle of multiple intelligence

Table 2.1 (Continued)

Year	Theorist	Description and Contribution
1986	Payne	The definition of emotional intelligence was advanced but restricted to knowing and controlling fear, desire and pain within oneself
1989	Greenspan	Extended the definition of emotional intelligence
1990	Salovey & Mayer	Established the capability framework and construct for emotional dimension
1995	Goleman	Commercial publication of the emotional intelligence framework
1997	Mayer & Salovey	Revised their model of 1990's and mention that the older version is on its thinking about feelings
1997	Cooper & Sawaf	Presented four centerpiece EI model, with special reference to organisational leaders
1998	Goleman	Improved the earlier concept of emotional intelligence to include 25 competencies grouped into basically the same five components, although the names of components were changed
1999	Dulewics & Higgs	Identified seven EI-related components and suggested that EI could be seen as Drivers, Contractors and Enablers
1999	Saarni	Proposed an interpersonal intelligence model on the notion that individuals and groups are consciously controlling their emotions
1999	Feldman	Developed his theory of emotionally intelligent leadership that divided emotionally intelligent leadership skills into five core competencies and five higher-order competences
2000 & 2006	Bar-On	Multifactorial and not just the emotion-processing core EI skills but also includes several personality provisions identified as determinants of effective functioning
2001	Petrides & Furnham	Conceptualized emotional intelligence in terms of personality
2002	Goleman, Boyatzis, & McKee	Modified the Goleman model (1998), with the notion that certain emotional skills distinguish great leaders from average leaders
2004	Verbeke, Belschak, & Bagozzi	The concept of emotional competence and emotional intelligence was expanded and operationalised on the basis of domain complexity, acquired skills and ethical values
2007	Wakeman	His theory of EI was presented on the basis that EI and emotional competence are distinct concepts and that EI is necessary to promote the development of emotional competence
2009	Palmer, Stough, Harmer, & Gignac	Mainly based on factor analysis of the Swinburne University Emotional Intelligence Test consisting of a general factor and seven oblique factors
2010	Gardner & Qualter	Proposed a multi-intelligence theory of interpersonal intelligence and intrapersonal intelligence
2011	Petrides	Reflects affective aspects of personality, being a "trait of emotional self-efficacy"

Table 2.1 (Continued)

Year	Theorist	Description and Contribution
2014	MacCann, Joseph, Newman, & Roberts	EI capacity models conceptualise EI as cognitive abilities of a similar nature to verbal abilities or quantitative abilities, with the content domain being feelings rather than words or numbers
2016	Mayer, Caruso, & Salovey	Updated the ability model by introducing more significant areas of problem-solving to the ability model
2017	Miao, Humphrey, & Qian	Suggested to use a longitudinal study design rather than a cross-sectional design in measuring a true causal relationship. They also argued that emotional intelligence was not inherent but a learnable skill
2018	Drigas & Papoutsi	Presented an emotional–cognitive based approach to the process of gaining emotional intelligence and suggested a nine-layer pyramid of emotional intelligence and the gradual development to reach the top of EI
2020	Lubbadeh	Highlighted the so-called 'dark side' of the EI and its possible negative consequences on leadership

Note. Adapted from “Emotional intelligence: A cross-cultural psychometric analysis” by J. Karim, 2011, (*Unpublished doctoral thesis, Aix-Marseille University*). Copyright 2011 by Aix-Marseille University.

Salovey and Mayer (1990) documented an EI framework. They traced the roots of EI to social intelligence and highlighted how traditional intelligence used the concept of emotion. They clarified that EI is correlated with positive mental well-being and that emotionally intelligent individuals are a pleasant company, while those who lack EI are usually unfit for their environment.

In addition, Mayer, Caruso, and Salovey (1999) performed a research to determine if EI meets the criteria for it to be perceived as an intelligence. Two studies were conducted as part of this research using the Multifactor EI Scale (MEIS). Study one was carried out on 503 adults from various sources, such as college students, corporate employees, executives, and so on. The results confirmed that EI can be considered a new type of intelligence, and that EI was found to correlate moderately with a verbal intelligence measure. Study two was carried out on 229 teenagers, and the

findings were compared with the scores in the first study. Findings of study two showed that adults scored higher on EQ compared to adolescents. It was therefore concluded that EI can be considered as a full-fledged intelligence which fits the three points criteria.

2.3.3 Models of Emotional Intelligence

As the concept of emotional intelligence in the academic and professional communities has become a significant disagreement, several models were proposed in an attempt to define and describe them in full. There are currently three main types of models: Ability EI Model, Trait EI Model and Mixed EI Model (MTD Training, 2010). In addition, other common model of emotional intelligence, such as the Bar-On Model (1997, 2000, and 2002) also exist. Nonetheless, there is a disagreement between researchers over which models of EI is the most comprehensive.

2.3.3(a) The Ability Emotional Intelligence Model

Models of ability regard emotional intelligence as a natural form of cognitive ability, and thus a natural intelligence (Ugoani, 2015). At present, the only ability model of emotional intelligence is the four-branch model Mayer and Salovey (1997). The Ability EI Model is viewed as an ability to recognise, apply emotion to help a person in thinking, know what causes emotions, and manage such emotions to capture the wisdom of the feelings of that person (Abdul Shukor, Abdul Rahim, & Azizi, 2015).

According to Mayer and Salovey (1997), the four elements of emotional intelligence are grouped from more basic psychological processes to higher and more psychologically integrated systems. The higher stage related to the awareness of regulating the feeling meanwhile the fundamental level presses the basic abilities of

perceiving and expressing feeling. They cited EI's role in schools, at home, at work and in other working environments. They also claimed that like other skills, EI abilities can be obtained through education. The ability-based emotional intelligence model is elaborated as Table 2.2.

Table 2.2

Ability-Based Emotional Intelligence Model

Dimension	Description
Perceiving Emotions	A person may recognise other people's emotions through facial expression, body language, photographs, voices, and so on. This also includes the ability of the individual to recognise their own emotions too. A very simple component of Emotional Intelligence, as any of the other processes involved in the Ability Model need to be completed.
Using Emotion	The capacity of a person to use the feelings to attain a particular outcome, whether it is their own emotions or other person's emotions. Emotions often have to be addressed when analysing and finding solutions, and a person who is able to use emotions will generally make judgements based solely on the emotions or moods of themselves or others.
Understanding Emotions	This ability is developed upon an awareness of the emotional complexity. While many individuals have the ability to recognise simple facial expressions, fewer are able to recognise and comprehend the language of feelings easily and to appreciate the nuances of complex emotional connections.
Managing Emotions	The capability of somebody to adjust feelings both within themselves and in others. The highest level of ability by which someone with high Emotional Intelligence would be expected to be able to manipulate their own or other moods, essentially utilising the mood and managing it to accomplish their goals. Although emotional manipulation is generally considered negative, it can serve extremely important purposes and does not always have to be used in a harmful way, as people usually imagine it to be.

Note. Adapted from "What is Emotional Intelligence" by J.D. Mayer and P. Salovey, in P. Salovey and D. Sluyter (Eds), *Emotional Development and Emotional Intelligence: Implications for Educators*, 1997, New York: Basic Books. Copyright 1997 by CiteseerX.

2.3.3(b) The Trait Emotional Intelligence Model

Konstantin Vasily Petrides, a psychologist, first developed the Trait Model of Emotional Intelligence or "trait emotional self-efficacy" (Petrides, 2001) which later defined this model as "a set of emotional self-perceptions on the lower levels of the hierarchies of personality" (Petrides, Pita, & Kokkinaki, 2007). Since behaviour is ambiguous and situational, according to Petrides, these characteristics could only be accurately measured by self-reporting rather than written attainment test. This model gives a very different conception of EI than the Model of Ability. While the Ability Model is highly rationale and concentrates on outward effects, the Trait Model is more focused on self-perception in emotional terms. In reality, the Trait EI assesses to what extend does a person perceive his or her emotional capacity. Those emotional capabilities then affect their behaviour and perceived cognitive and behavioural competencies. This term can be referred as emotional self-efficacy, since it resides almost completely in the perceptions of the person rather than through any objective measures. For this reason, the Trait EI is very resistant to any academic or scientific measurement. Although this is true of most self-reporting, it is highly difficult to prove or disprove the total lack of any objective measures in the Trait Model.

In regard to that, the Trait Emotional Intelligence Questionnaire (TEIQue) has been created by Dr. K.V. Petrides to supply a basic instrument for measuring the 15 dimensions of the existing sampling domain of adult trait EI as shown in Table 2.3.

Table 2.3

Trait - Based Emotional Intelligence Facet

Component	Description
Well Being Factor	Happiness, Optimism, Self-esteem
Self-Control Factor	Emotion Regulation, Impulse Control, Stress Management
Emotional Factor	Empathy, Emotion Perception, Emotion Expression Relationship
Sociability Factor	Emotion Management, Assertiveness, Social Awareness
Independent Facets	Adaptability, Self-motivation

Note. Adapted from *Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue)*, by K.V. Petrides, 2009, London, England: London Psychometric Laboratory. Copyright 1998 – 2021 by K. V. Petrides/LPL.

2.3.3(c) The Mixed Emotional Intelligence Model

Another most popular model of emotional intelligence is The Mixed Model. This model of emotional intelligence, developed by Goleman (2000), is mainly focused on defining emotional intelligence using a wide range of skills and competencies affecting leadership performance. Therefore, the mixed model is mostly used for training and assessment in a corporate or other professional setting.

Table 2.4

Mixed-Based Emotional Intelligence Model

Component	Description
Self-Awareness	Interpreted as acknowledging one's own emotions, strengths, weaknesses, objectives, motivations and values. Includes the opportunity to comprehend the effect on others and to use a certain degree of insight to direct their decisions about how they modify others ' emotions.
Self-Regulation	Recognising one's own negative or disruptive emotions and desires, and regulating or redirecting them to a productive or positive purpose or feeling. Comprises the capacity of the person to adapt to changing circumstances.
Social Scale	Uses the first two elements to maintain relationships with those around you in order to move people in the direction you want them to go.
Empathy	Although sometimes confused with sympathy in fact empathy is a completely different process. In sympathy, one usually feels sorry or bad about another person being having a struggle or problem. When a person shows empathy, they may personally identify with another's struggles, and consider others' feelings if making decisions. Empathy also serves purposes that are both logical and emotional.
Motivation	It is suggested that a person with a high EQ will be able to encourage themselves successfully to attain their goals. In fact, not only for goals with realistic outcomes (such as job promotion), but also for accomplishment purposes. The Mixed Model requires a highly emotional intelligence person to pursue success for no other reason than success.

Note. Adapted from *Emotional intelligence. Why it can matter more than IQ?* (2nd ed.), by D. Goleman, 1997, New York: Bantam Books. Copyright 1997 by Bantam Books.

2.3.4 Other Prevalent Emotional Intelligence Model

2.3.4(a) Bar-On Model (1997, 2000, 2002)

Bar-On (1997) noted that the aim of emotional intelligence is to understand own self and others effectively, to communicate well with others, and to adapt and cope with the environment so as to be efficient in meeting social needs. He asserts that, over time, emotional intelligence grows through preparation, programming and counseling,

and can be enhanced. In addition, he believes that anyone with higher than normal emotional intelligence is generally more efficient in meeting social expectation and challenges.

A lack of emotional intelligence may demonstrate a lack of success and emotional issues. Difficulties in coping with one's surroundings are assumed to be prevalent among the other people who lack emotional intelligence skills such as fact evaluation, solving problems, stress management and emotional control and general feeling. In addition, he noted that emotional intelligence contributes equally to the general intelligence of an individual, which then gives an indication of his or her potential for success in important positions (Bar-on, 1997). In 1998, Bar-On developed an emotional quotient (EQ) concept to evaluate the emotional intelligence of an individual called the Emotional Quotient Inventory (EQ-i). It is the first EI test published by a publisher of psychological tests (1997). The EQ-i has five dimensions, namely intrapersonal, interpersonal, adaptability, stress management and general mood (Bar-On, 1996).

2.3.5 Goleman, Boyatzis, and McKee's Emotional Intelligence Competence

Model (2002)

As highlighted by the researcher earlier, there are a few main basic models of emotional intelligence, however the researcher intended to look deeply into the Goleman, Boyatzis, and McKee's Emotional Intelligence Competence Model (2002) because this particular model which consists of four dimensions has been put forward as the base of this study. The researcher specifically chooses the model for the study due to its wide conception of the emotional intelligence that fits the specific needs of the principal which related to the school environment through its four dimensions.

The model existed when Goleman et al.'s (2002) simplified Goleman (1998a) work on emotional intelligence, which is a framework, which includes 25 competencies grouped into essentially five components namely (a) Self-awareness (b) Self-regulation (c) Motivation (d) Empathy and (e) Social Skills. Next, in the year of 2000, Goleman's counterpart Richard Boyatzis's statistical analysis reduces the twenty-five competencies into twenty, and the five competencies into four namely self-awareness, self-management, social awareness, and relationship management (Boyatzis, Goleman, & Rhee, 2000). Next, Goleman et al. (2002) refine and revise the model which finally comprises of 18 competencies grouped into four dimensions namely (1) Self-awareness (2) Self-management (3) Social awareness and (4) Relationship management. The description of this model is as in Table 2.5.

Table 2.5

Goleman, Boyatzis, and McKee's Emotional Intelligence Competence Model

Component	Description
Self-Awareness	Self-awareness is about understanding one's internal condition, preferences, resources and intuitions. Self-awareness requires a profound understanding of one's feelings, abilities, limitations, desires and drives (Goleman, 1998b). Self-awareness is the foundation that the remaining domains build on and without realising one's own emotions; one would not be able to excel in the other domains (consists of Emotional Self-Awareness, Accurate Self-Assessment, Self-Confidence)
Self-Management	Self-management involves the management of ones' internal states, desires and resources. A targeted drive all leaders need to accomplish their objectives. Self-management comprises a tendency to reflect and think, comfort with ambiguity and change, and integrity. An ability to say no to impulsive urges (Goleman, 1998b) (consist of Emotional Self-Control, Transparency, Adaptability, Achievement, Initiative, Optimism)

Table 2.5 (Continued)

Component	Description
Social Awareness	Social awareness is defined as the capability to empathise with others and situations. It refers to how people deal with the relationships and awareness of the feelings, needs and concerns of others. Social awareness is a necessary ingredient in leadership. It is being able to see subtleties in body language and hear emotional messages behind people's words (consist of Empathy, Organisational Awareness, Service Orientation)
Relationship Management	Relationship management includes the skill or adaptability to induce desirable responses in others. Relationships management is defined as "friendliness with an intention: to push people in the right direction" (Goleman et al., 2002). Relationship management incorporates persuasion, conflict management, collaboration, and handling other people's emotions; it enables leaders to work out their emotional intelligence (consist of Developing Others, Inspirational Leadership, Change Catalyst, Influence, Conflict Management, Teamwork and Collaboration)

Note. Adapted from *Primal leadership: Realizing the power of emotional intelligence*, by D. Goleman, R. Boyatzis and A. McKee, 2002, Boston: Harvard Business School Press. Copyright 2002 by Harvard Business School Press.

2.3.6 Emotional Intelligence, Leaders and Leadership

This study involves leaders and their emotions in handling their subordinates and people around them. Therefore, choosing Goleman, Boyatzis, and McKee's Emotional Intelligence Competence Model (2002) as the basic model of this study is merely rationale because it focuses on the relationship between emotional intelligence and efficient performance, particularly in leaders.

According to Goleman et al. (2002), educational leaders should always have good feelings in the teams they lead because when the team members are feeling good, they will be poised to perform well and be committed. Goleman (2002) and his alliances also noted that leaders use emotional intelligence to develop relationships that are aligned with their organisation by generating "emotional bonds that help them stay

focused even in the midst of drastic change and uncertainty”. According to them the basic duty of leaders was to trigger good feelings in the people they were leading (Goleman et al., 2002).

Their model involves 18 competencies that identify differences of performance at work. They found the extent to which emotional intelligence is manifesting itself in the workplace. Goleman’s (1998b) earlier analysis of emotional intelligence explained that emotional intelligence plays as a key role at an organisation's administrative level. His study demonstrated that emotional intelligence determines excellent leaders, with almost 90% of the variations in the performance of leaders being attributed to the factors of emotional intelligence rather than cognitive capabilities. In fact, emotional intelligence is claimed as twice as essential than general intelligence and technical skills in job performance.

According to Goleman et al. (2002), leaders who are not emotionally intelligent, or those who lead in a way that does not pay attention to the impact of emotions, will be ineffective in promoting productive teams. For instance, in organisations like schools, most of the work is conducted through the team format, therefore any unproductive teams in education can hamper the effectiveness of school and produce less committed teachers. At this point of challenging times, people look to leaders for emotional guidance. Leaders who understand emotional intelligence most effectively often have a high degree of responsibility and self-awareness (Goleman et al., 2002).

Goleman et al. (2002) indicated that great leadership development processes focus on emotional and intellectual learning and build on active collaborative work such as action learning and coaching, where individuals used what they learned in their organisations to identify and solve real issues. Therefore, future leaders will have to

adapt to the situation and be able to think conceptually as they transform the organisation through people and teams. They also need strong interpersonal skills, understanding others and exercising high levels of intelligence and energy (Goleman et al., 2002).

Thus, emotional intelligence leadership encourages a better understanding of the role and purpose of the leader in terms of emotion and feeling towards his or her followers. A deeper understanding of the leadership's use of the emotional intelligence and to what degree the emotional intelligence plays a role in the performance of leaders is essential in order to embrace the excellence of the organisation. A leader is not only capable of leading the organisation, but is also capable of monitoring, managing and harmonising the feelings of its members with regard to build a supportive network.

In the context of education in Malaysia, this is in line with the expectations of MOE in the PPPM (2013-2025) which ensuring high-performing school leaders in every school whereby the ministry emphasises the level of quality that needs to be mastered by every principal in school. In this sense, emotional intelligence aids principal's social and emotional development, enabling them to form effective social relationships and achieve emotional resilience and control. It is thus essential to the principal to elevate the profession and act as a model for positive leadership behaviour, by demonstrating adequate levels of emotional intelligence toward their teachers.

2.3.7 Emotional Intelligence and Gender

Researchers have been investigating gender differences in emotional intelligence over the last decade and they are extensively documented. A review of the EI literature provides a clear picture of the major differences between men and women

in emotional-related aspects. Previous studies concerning gender in emotional intelligence shows various findings. Goleman (1995) and Bar-On (1997) concluded that men and women vary in profile of emotional intelligence. However, Goleman's own research in 1998 found that there is no difference between men and women in their emotional intelligence competencies. This is contrary to some empirical studies which found females to have higher emotional intelligence compared to males (Mayer & Geher, 1996). Meanwhile, K.V. Petrides and Adrian Furnham stated that several researchers have revealed that men have greater emotional intelligence than women (Petrides & Furnham, 2000).

Sanchez-Nunez, Fernandez-Berrocal, Montanes, and Latorre (2008) stated that factors of nature and nurture have resulted in different levels of emotional intelligence between genders. Meanwhile, Shehzad, and Mahmood (2013) claimed that cultural difference also matters, and concluded that using different research methods to assess emotional intelligence could be one of the triggers of various findings. However, the results of a study carried out in one culture cannot be applied to any other culture as these studies' findings are not similar, although using the same measure of EI.

Petrides and Furnham (2000) pressed the importance of recognising differences of gender and emotional intelligence. They argued that psychological adjustment and self-esteem were aligned with positive self-esteem (Higher Emotional Intelligence), while poor self-esteem could be linked with depression. The results also showed that males rated themselves to be higher emotional intelligence than females when estimating their own emotional intelligence. Females fared better on 'social skills' than males for actual emotional intelligence levels, but as a whole there is no significant gender gap.

Sanchez-Nunez et al. (2008) examined gender differences and established the main factors comprising emotional intelligence. They conducted a study of the differences in parents' emotional socialisation approaches based on the gender of their children and examined their effect on the differential development of emotional capabilities.

Almran and Punamaki (2008) conducted a study to explore gender and age differences in emotional intelligence (EI) and coping patterns among young Bahrainis. Results showed that girls displayed higher rates of Interpersonal emotional intelligence and unproductive coping styles than boys.

Arteche, Chamorro-Premuzic, Furnham, and Crump (2008) investigated the relationship among trait emotional intelligence (EI), personality, IQ and gender in 585 employees (478 males, 107 females). Findings show that there was no substantial correlation between the overall EQ-i and gender or IQ. Significant correlations were found when considering components of EI. Male participants scored significantly higher on adaptability and on the interpersonal aspect, females scored significantly higher. Furthermore, in the male sample, IQ associated with the Interpersonal composite.

Ahmad, Bangash, and Khan (2009) studied emotional intelligence of men and women. The study sample consisted of 160 subjects divided into two categories. They were eighty males ($n=80$) and eighty females ($n=80$) from North West Frontier Province (N.W.F.P), Pakistan. Emotional Quotient Inventory (EQ-i) has been used to determine the level of emotional intelligence between subjects. The gender difference in the EQ-i suggests that men have a high emotional intelligence compared to women ($t=4.522$, $p<.01$).

Khalili (2011) conducted a study to evaluate differences in emotional intelligence between genders. A total of 112 private sector small and medium-sized enterprise (SME) employees were randomly selected. Emotional intelligence was measured through The Emotional Intelligence Appraisal which is structured to test behaviour demonstrative of emotional intelligence abilities. The Emotional Intelligence Appraisal is a 28-item performance-based measure of emotional intelligence in the four-factor taxonomy of Daniel Goleman. The four factor competencies are: self-awareness, self-management, social awareness and relationships management. The assessment includes an overall score of emotional quotient (EQ) and a score in each of the four emotional intelligence dimensions. The findings showed that men had greater emotional intelligence than women.

Fernández-Berrocal, Cabello, Gualda, and Extremera (2012) examined gender-to-EI relationships and assessed them using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). This work took a new viewpoint by controlling for age, which is one of the key sociodemographic characteristics that connects with gender and IE, in order to highlight how gender influences IE. Results showed that the gender differences initially reported for EI are completely mediated by age for facilitation and understanding dimensions, strategic field and total score, and partially mediated by age for the emotional management dimension.

According to Shehzad and Mahmood (2013), a huge percentage of the EI study identifies that women are greater compared to a minor portion that declares males to be greater than or comparable to females and yet there is no certain conclusion on this argument. In their study on the emotional intelligence level in university teachers with

respect to gender, the results clearly show that on EQ-i ratings both male and female teachers are comparable and both sexes can manage all challenges in a similar manner.

Gurnani and Saxena (2015) analysed emotional intelligence regarding the gender and locality of high school students. Samples were 120 students selected by using simple random sampling technique. Results obtained through t-test revealed that there is significant difference in the emotional intelligence of boys and girls due to biological factor and between locality due to urban and rural sectors.

Cabello, Sorrel, Fernandez-Pinto, Extremera, and Fernandez-Berrocal (2016) has seen the effects of gender and the linear and quadratic effects of age on emotional intelligence. They found that gender affects the capacity of the EI score, including four branches of emotional intelligence. Emotional intelligence was greater in women than in men. They also concluded that Ability EI differs in age as a person grows by an inverted-U curve.

Dhani and Sharma (2017) studied the factors influencing the performance of IT employees. They examined the nature and extent of the Emotional Intelligence-Job Performance relation between genders. The findings from this study show drastic differences between the gender in emotional intelligence and job performance, indicating female employees score more on EI than their male colleagues. This study also shows that female employees are better than their opposite sex.

Bukhari, Fatima, Rashid, and Saba (2017) examined emotional intelligence and self-esteem among male and female school students. A sample of 200 students belonged to the upper, middle and lower socioeconomic status in various school of Pakistan were chosen using convenient sampling technique. The results revealed that there was a

significant difference between male and female students' emotional intelligence and that there was also a significant difference in male and female students' self-esteem.

Meshkat and Nejati (2017) conducted a research to find if students from different sexes vary in emotional intelligence and its associated components in Iran. The Bar-On Emotional Quotient Inventory was distributed among 455 undergraduate university students majoring in English selected through availability sampling three teacher training universities in Tehran. Results indicated that there was no significant gender gap in total score measuring emotional intelligence, but genders tended to differ in emotional self-consciousness, interpersonal relationship, self-consciousness, and empathy with higher-than-male females.

Fida, Ghaffar, Zaman, and Satti (2018) explore the discrepancy of the emotional cognisance of the male and female learners at university level. The targeted respondents in this investigation were students from all five faculties of the Khyber Pukhtunkhwa University, a province in Pakistan. The Wong and Law Emotional Intelligence Scale (WLEIS) developed by Wong and Law (2002) has been used for data collection. The findings in this study found that female learners were ahead of males in emotional intelligence.

Local researchers, Seri Suhaila, Azlina, and Yeo (2019) provided a systematic review of published research on the emotional intelligence among women. A total of 26 research based article with the central themes in the study of emotional intelligence among women: level of women emotional intelligence and emotional intelligence attributes were evaluated published from 2010 to 2018. The study revealed that the level of emotional intelligence is low and identified ten (10) emotional intelligence attributes among women which include empathy, social responsibility, stress tolerance, emotional

self-awareness, emotional expression, independence, flexibility, problem solving, impulse control, interpersonal relationships and optimism. In the light of the results of the numerous studies examined in this analysis, the methodological weakness of the emotional intelligence study, such as sample size, was clearly established in most but few studies recognised and documented limitations. Similarly, none of these studies examines the causes of this low level of emotional intelligence among women.

In the context of leaders' emotional intelligence, as in the present study, past studies highlighted leaders' gender and their emotional intelligence, however not all summarise consistent results.

Singh (2007) conducted a study to explore two significant factors in an Indian context software organisation; emotional intelligence and organisational leadership. The research sampled 210 male and 130 female software professionals to examine the relationships between emotional intelligence and organisational leadership as well as the impact of emotional intelligence on leadership effectiveness. For both genders, the results indicated positive and significant relationships between emotional intelligence and organisational leadership. It is also suggested that male and female software professionals' emotional intelligence contributes massive variation in the total variance of their leadership effectiveness.

Al-Noor, Uddin, and Shamaly (2011) conducted a study to explore the relationship between three distinct variables; gender, leadership style, and emotional intelligence, and no significant gender differences were established between the two. Women were found to score higher than men in the two interpersonal factors; Relating-Well and Emotional Mentoring.

Lopez-Zafra, Garcia-Retamero, and Berrios-Martos (2012) analysed the relationship between emotions and leadership. They examined the relationship between transformational leadership, emotional intelligence, and gender stereotypes on 431 Spanish undergraduates (162 men and 269 women; mean age = 19.56 years) in three different disciplines. The findings revealed substantial variations across disciplines and demonstrated that emotional intelligence and gender roles predict transformational leadership.

Benson, Fearon, McLaughlin, and Garratt (2014) conducted an exploratory study to investigate trait emotional intelligence among school leaders by demonstrating a useful self-assessment approach. Their finding revealed that there is a relationship between gender and EI and concluded that female school leaders did not display a substantially higher overall EI score than males based on a combined survey. This result indeed similar to Petrides (2009) who found that self-estimated mean global trait EI scores were higher for males than for females.

Overstreet (2016) in his doctoral dissertation revealed the understanding of how employee affective well-being and citizenship behaviours are linked to the leaders' EI (Andrews University leaders) with additional consideration of how the gender of those leaders can affect the relationship. This quantitative correlational research approach examined leaders' gender as a moderating factor. In addition, two canonical correlation analyses (CCA) were performed, one in which the leaders' gender was not included as an independent variable and one in which the leaders' gender was included. Results suggest that workers with lower levels of positive emotions and higher levels of negative emotions are correlated with female leaders with lower levels of EI and the same result persist at second CCA, which included gender.

Mfikwe and Pelser (2017) conducted a study to establish the gender differences and significance of emotional intelligence and leadership styles of senior leaders in the South African government. A total of 85 senior managers were selected from various government departments in South Africa. The results of the study showed that there was no significant difference in leadership style and emotional intelligence between male and female respondents although there was a relationship between emotional intelligence and leadership style.

Another doctoral dissertation by Fannon (2018) was regarding her quantitative correlational study examining the relationship between emotional intelligence and leadership style of educational leaders by surveying leaders in the K–12 setting. Results indicated that individuals with a high degree of emotional intelligence are more likely to use a transformational-leadership style and are least likely to use a laissez-faire style of leadership and also there were no gender-based differences in leadership styles or overall level of emotional intelligence

Gutierrez-Cobo, Cabello, Rodriguez-Corrales, Megias-Robles, Gomez-Leal, and Fernandez-Berrocal (2019) studied on a comparison of the ability emotional intelligence of head teachers with school teachers in other positions. A total of 393 participants (35 head teachers, 39 middle leaders, 236 tutors, and 86 teachers) responded to the MSCEIT test. The gender differences in the EI test were compared for each branch of the EI and the analysis results showed differences in the perceiving and the understanding branches. For the perceiving branch, women had higher scores than men, while men had higher scores than women for the understanding branch, and no other significant results were found.

Huong (2020) conducted an experimental survey on managers from 623 textile and garments firms in Vietnam to investigate the influence of managers' emotional intelligence and cognitive ability on firm performance. They found that the effect of emotional intelligence on firm performance is more significant among male than female managers. Their results support the view that men are better than women to cope with negative feelings and to be optimistic, stronger at stress tolerance and emotion regulation and control and restore stress.

In a sample of 286 randomly contacted family business managers, a scientific paper deals with the issue of the global level of emotional intelligence of managers in family enterprises in Slovakia was conducted by Minárová, Malá, and Smutný (2020). The results showed some deficiencies in self-control and sociability in women's results and some in self-control and emotionality in men's results. They are the factor of emotionality was placed in the highest position for women, the well-being factor in the second place, the sociability factor in the third place, and the self-control factor in the fourth place. For men, the order is as follows; sociability, well-being, emotionality, and self-control. Since the element of self-control is in the last place for both genders, it is considered as one of the shortcomings of managers in Slovakia that needs to be developed and enhanced.

In conclusion, debates over whether women leaders are more emotionally intelligent than men leaders are still unfolding. Analysis of this issue highlight contradictory results at all times. The literature reviewed indicates that the level of emotional intelligence of female and male leaders varies according to the EI model, concepts and theories and research instruments used by the researchers in their respective studies. Therefore, in order to yield precise information on whether men or

women leaders dominate emotional intelligence at the workplace, this study will explore this assertion further. Hence, hypotheses 1 is proposed as:

H₀₁: There is no significant difference of leaders' emotional intelligence based on gender.

2.3.8 Measuring Emotional Intelligence

Review of literature found that basically there are a few main research instruments for measuring emotional intelligence including Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) by Mayer, Salovey, and Caruso (2003), Emotional Competency Inventory (ECI) by Goleman's (1995) based on mixed model of emotional intelligence, Emotional Quotient Inventory (Bar-On EQ-i) by Bar-On (1997), Self-report Emotional Intelligence Test (SREIT) developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998) based on Salovey and Mayer's (1990) original version ability model of emotional intelligence, and Genos EI Assessment Scale (SUEIT) by Palmer and Stough (2001). Two main categories of EI measurement instruments are performance-based and self-reported assessments (Matthews, Zeidner, and Roberts, 2002).

2.3.8(a) Justification for using Emotional Leadership Questionnaire (ELQ) as the Instrument for Measuring Leaders' Emotional Intelligence

Emotional Leadership Questionnaire (ELQ) developed by Nokelainen, Ruohotie, and Tirri (2007) operationalises Goleman, Boyatzis, and McKee's (2002) four dimensions of Emotional Intelligence (EI) with eighteen characteristics and a total of 51-item self-rated Likert scale. The word Emotional Leadership (EL) defines the capabilities of the EI of school principals as leaders. The Emotional Leadership

Questionnaire (ELQ) was designed to determine the leader's EI as perceived by his subordinates. At the conceptual level, ELQ measures the competencies of leaders rather than their 'intelligences' or 'abilities,' as subordinates are expected to be well aware of their leaders explicit, procedural abilities (meta competence) and not that much of their declarative knowledge (meta knowledge).

This questionnaire is the most suitable instrument to measure the emotion of leaders because the emotional intelligence characteristics were not inherent skills, but learned. The emotional role of leadership is essential and considered as the most significant leadership acts (Goleman et al., 2002). The ELQ focuses on teachers' responses. The secondary school teachers evaluate their principals' emotional intelligence competencies. This is because the true strength of emotional leadership exists in the fact that people rely for their emotional stability on interactions with other people (open limbic system) and thus the leader has the power to sway them to resonance (to bring out the best of all) or dissonance (to negatively drive emotions) (Goleman et al., 2002). Therefore, the application of ELQ as the instrument for measuring the emotional intelligence of leaders is ideal and relevant for current research.

2.4 Academic Optimism

Academic optimism was described as the combination of teacher collective efficacy, academic emphasis and faculty trust in parents and students which focused on creating, inspire, and achieve the excellence of all school students. Hoy et al. (2006a; 2006b) concluded that academic optimism has strongly predicted student outcomes after socioeconomic status monitoring and earlier achievement. Research suggests that academic optimism explains students' academic achievement more than students'

previous achievement, demographics, and even socioeconomic status, heretofore the enduring *de facto* predictor of student achievement (Hoy et al., 2006b). These findings point to new directions for policy makers and school leaders to improve school effectiveness.

2.4.1 Concept and Definitions of Academic Optimism

Hoy (2012) traced back a 40-year research journey with his colleagues to determine the organisational factors that make schools better places for teachers to teach and students to learn, and it has now been nearly half a century. In 2006, Hoy et al. (2006b) introduced the schools' academic optimism construct and found the organisational properties of collective efficacy faculty, trust in parents and students, and academic emphasis to be strong predictors of high school students' achievement. Upon studying these variables separately, they concluded that, together the three variables establish a very positive academic environment that creates a very favourable and powerful learning force, thereby labelling the overall academic optimism (Hoy, 2010).

Hoy and Miskel (2013) defined academic optimism as following:

A collective set of beliefs about the strengths and capabilities of schools that portrays a rich view of human agency where optimism is the overarching theme that unites effectiveness and trust with academic emphasis.

Reeves (2010) defined academic optimism as following:

A collective set of beliefs about strengths and capabilities within a school for achievement.

Meanwhile, McGuican and Hoy (2006) defined academic optimism as following:

A common belief among faculty that academic achievement is significant, that the faculty has the capacity to help students achieve it, and that students and parents can be trusted to cooperate with them in this endeavour — in short, the school is confident that students will be academically successful. (p.204)

Academically optimistic schools contain teachers that collectively believe that they "can make a difference that students can learn, and they can achieve academic performance" (Hoy et al., 2006b). Hoy et al. (2006b) theorised and argued that the combination school characteristics such as teacher collective efficacy, academic emphasis, and faculty trust in parents and students could come together to form a single latent. The three properties were based on three different theories, with three separate dimensions shown. Academic emphasis came from the work of Hoy and his colleagues, which was based on the organisational health theory of Parsons (Parsons, Bales, & Shils 1953); collective efficacy derived from Bandura's social cognitive theory (1997); and faculties trust in students and parents stemmed from Coleman's theory; analysis of social interaction (1990) (Hoy, 2010).

In sum, academic optimism is a collective set of beliefs about the strengths and abilities of a school. It draws attention into the improvement of student outcomes, particularly for those who have been labelled underperforming due to socio-economic status, ethnicity, and other demographic factors. Academic emphasis, collective emphasis, and faculty trust are the three main components of academic optimism which one supporting the other in ensuring that students evolve completely and progress to the fullest capacity.

2.4.2 Theoretical Foundations of Academic Optimism

Collective efficacy, faculty trust in parents and students, and academic emphasis are the three dimensions of academic optimism functionally dependent on each other (Woolfolk Hoy, Hoy, & Kurz, 2008). Hoy et al. (2006b) have established that cognitive, affective and behavioural aspects are part of academic optimism. The authors found that the collective efficacy represents the thoughts, and group beliefs; faculty trust provides an affective element, and academic emphasis incorporates behavioural efficacy and trust implementation.

Firstly, the cognitive dimension of academic optimism is collective efficacy. It is the theory of Bandura's self-efficacy. According to this theory, teachers assume that they have the required skills to help their students achieve their educational objectives. Such goals include bringing about a shift in students' learning who are unmotivated or behaviourally challenging (Tschannen-Moran, Woolfolk, & Hoy, 1998). If teachers believe that they can enact change and their students can learn, they will set higher expectations, exert greater effort, and persist in the face of difficulties (Woolfolk Hoy et al., 2008). McGuican and Hoy (2006) observed that collective efficacy is an organisational asset that reflects collective decisions as to the degree to which the group as a whole can bring about a specific result.

Secondly, as an affective component, the teacher faculty trust in parents and students, came from the study of social interaction by Coleman (1990) (Hoy, 2010). According to Macpherson and Carter (2009) the members of the school community must trust each other to be successful. Furthermore, trust is a crucial element of an educational environment and is closely linked to a teacher's self-efficacy (Da Costa and Riordan, as cited in Goddard, Hoy, & Woolfolk Hoy, 2004). Macpherson and Carter

(2009) further stressed that trust in the classroom creates mutual respect and a sense of security between the teacher and his or her students; it facilitates mutual trust between teachers and parents outside of the classroom. Meanwhile, Woolfolk Hoy et al. (2008) emphasises that “teachers must be sure that their students are open to learning, capable of understanding concepts and integrity”. Hence, the teachers set high expectations for the students they trust and teachers rely on parents to support them throughout the learning activities.

Next, the final property of academic optimism is the academic emphasis construct which was based on Parsons' theory of organisational health (Parson et al., 1953). Academic emphasis is a description of the school's normative and behavioural setting at both classroom and school level (McGuigan & Hoy, 2006). At the core of the academic emphasis is effective student achievement (Macpherson & Carter, 2009).

According to Woolfolk Hoy et al. (2008), student achievement is the priority, even for students who may have different difficulties. Therefore, teachers build a student-centred educational environment based that encourages risk-taking (McGuigan & Hoy, 2006). Throughout their classes, teachers use a humanistic approach in classrooms, actively encouraging “optimism, transparency, flexibility understanding and increased self-determination of students” (Woolfolk Hoy et al., 2008). Woolfolk Hoy et al. (2008) further concluded that the classrooms which incorporated student-centered based instruction enhances student “interests, abilities, knowledge, and needs” as well as ran more smoothly, students interacted more favourably, and wanted to help each other. Moreover, students not only felt ownership of their academics, but also of their learning environment.

Various studies examining the mediating effects of academic optimism have been conducted. McGuigan and Hoy (2006) have investigated the mediating effects of academic optimism on the relationship between leadership practices and student achievement. The study examined how principal leadership created an environment that enables effective teaching. Teachers are given time to improve their practice which is an example of mastery experience. Teachers have the opportunity to collaborate with one another, to engage in collective inquiry activities and to observe each other, which is an example of vicarious experience and verbal persuasion. Teachers report feeling more positive about their practice when they work in an enabling environment, which in turn positively impacts teacher behaviour (Bandura, 1986; McGuigan & Hoy, 2006).

In conclusion, the whole academic optimism framework has been studied the property of the school (Hoy et al., 2006b). However, according to Beard, Hoy, and Woolfolk Hoy (2010), these structures have recently been related to the characteristics of the individual teachers and not to the collective culture of the school which is called teachers' academic optimism. At both stages the theoretical underpinnings and their components remain the same and the only difference is that either the individual teacher or the school is the unit of analysis. Therefore, in this study, the researcher intended to look deeper into the unit analysis of individual teacher and a brief description of its component. In addition, the academic optimism of the teachers has been related to a number of positive elements in education (Beard, 2011).

2.4.3 Teachers' Academic Optimism

While many research teams have investigated academic optimism as the school's asset, recently it emerged at the individual teacher level. All components of academic optimism connect to create a sense of academic optimism amongst teachers. This trait

of the individual teacher consists of the same three factors as academic optimism in schools, except that these elements focus on the individual teacher instead of just the collective faculty of academic optimism. Hoy and his colleagues continued their focus on academic optimism adding further confirmation that academic optimism of the teacher is an individual teacher concept with essentially the same structure as faculty academic optimism whereby the teacher sense of efficacy, trust in students and parents, and academic emphasis are the three specific elements that work together to create the teacher's academic optimism which connect and strengthen each other (Beard, Hoy, & Woolfolk Hoy, 2009).

2.4.4 Concept and Definition of Teachers' Academic Optimism

Hoy et al. (2006b) theorised that academic optimism exists at the individual basis and it is a crucial feature of an individual teacher characteristic. According to Woolfolk Hoy et al. (2008), teachers' academic optimism is defined as follows:

A teacher's positive belief that he or she can make a difference in the academic performance of students by emphasising academics and learning, by trusting parents and students to cooperate in the process, and by believing in his or her own capacity to overcome difficulties and react to failure with resilience and perseverance. (p.822)

The teacher sense of efficacy, teacher trust in parents and students, and individual academic emphasis combined to form a teacher's academic optimism. A teacher's sense of academic optimism presents a detailed view of the human agency that describes the cognitive, affective, and behavioural aspects of teacher attitude. The teacher sense of efficacy is a personal belief; it is cognitive. Teacher trust is an affective reaction in both students and parents. Academic emphasis of teacher is the press regarding specific traits in the classroom (Woolfolk Hoy et al., 2008). According to

Donovon (2014), teachers with an academic optimism are mostly an optimistic, humanistic, and student-centered.

This trait of the individual teacher is made up of the same three influences as academic optimism in schools, except that these components focus on the individual teacher rather than on the collective. As a consequence, academic optimism of the teacher is made up of efficacy of the teacher, academic emphasis of the teacher, and trust of the teacher in students and parents.

In conclusion, the teachers' academic optimism refers to the teachers' strong belief that he or she can bring about positive change of his pupils by stressing teaching and learning, trusting his pupils and their parents as well as seriously involved in finding ways to engage students in appropriate learning activities to attain positive academic achievement.

2.4.5 Dimensionality of Teachers' Academic Optimism

The first study affirming teacher academic optimism was an analysis carried out by Woolfolk Hoy et al. (2008) and found that teacher efficacy, teacher trust in students and parents, and teacher academic emphasis forms the single, second-order construct of teacher academic optimism. Fahy et al. (2010) later corroborated the existence of the latent phenomenon of teacher academic optimism at the secondary school meanwhile Beard et al. (2010) refined its measure at the elementary school.

2.4.5(a) Teacher Sense of Self-Efficacy

Rooted in the social learning theory of Rotter (1966) and the social cognitive theory developed by Bandura (1977, 1986, 1997), this significant construct has been

associated with various positive student outcomes and teaching behaviours. According to Bandura's social cognitive theory (1997, 2006), teacher self-efficacy may be conceptualised as individual teacher's belief in his or her own ability to plan, organise, and execute actions that are required to achieve desired educational targets (Anwar & Anis-ul-Haque, 2014). According to Tschannen-Moran et al. (1998), if a teacher believes he or she has the capacity to affect student learning, he or she sets higher standards, puts in more effort, and acts with resilience when things get difficult. The researchers added that self-efficacy is a teacher's judgement of his or her capacity to bring about desired outcomes, of student engagement and learning, even among those students who are difficult or unmotivated.

Woolfolk Hoy and Spero (2005) asserted that teacher sense of self-efficacy impacts to a large extent effort they invest in improving the quality of teaching and learning in schools meanwhile Kurz (2006) further noted that teachers' beliefs on their being capable of influencing student achievement give them power and energy to invest more in teaching. Finally, Woolfolk Hoy et al. (2008) defined teacher sense of self-efficacy as "teachers' ability to affect even the unmotivated or difficult students' learning and achievement positively". Therefore, it is reasonable to predict a close relationship between teacher sense of self-efficacy and student achievement (Beard et al., 2010). There are four sources that developed self-efficacy belief namely mastery experience, vicarious experience, verbal persuasion, and physiological state (Bandura, 1986).

2.4.5(b) Teacher Trust in Parents and Students

Kurz (2006) asserted that trust among school members is regarded as one of the critical components producing significant results in student achievement. Hoy et al.

(2006b) defined trust as, “an individual’s vulnerability to another person in terms of the belief that the other person would act in his or her best interests”. According to Woolfolk Hoy et al. (2008), teacher trust in parents and students may increase teacher sense of self-efficacy which results in greater teacher efforts on planning and designing a more effective classroom instruction. Tschannen-Moran (2004) mentioned that if a teacher trusts their students only then they are able to set high expectations for students and look up to parental support in their quest.

Moreover, teachers’ trust helps in creating an environment where students are more likely to challenge their own capabilities to benefit from teachers’ efforts and learn from their previous errors. The students have openness to learn from the educational experiences, motivated to learn when teachers trust them and they are honest which then nurtured the relationship between teacher and student (Woolfolk Hoy et al., 2008). This shows that trust appears to be very important for developing positive relationships with the students. Forsyth, Barnes, and Adams (2006) elaborated that teachers who trust students and parents can perform more effectively to increase the quality of classroom practices which in turn enhances teacher trust in other parties of school. Meanwhile, Fullan, Bertani, and Quinn (2004) identified ‘trust’ among several other factors that are crucial for school effectiveness. This is because school cultures with high levels of trust creates environment where people are motivated to realise fullest of their potentials and persist which eventually leads to success. Whereas, in environments with low levels of trust people are less likely to be motivated enough to engage in rigorous efforts (Fullan et al., 2004). According to Hoy and Tschannen-Moran (2003), a trusting relationship includes five characteristics such as feelings of honesty, benevolence, reliability, openness, and competence which has been found in both elementary and high schools.

2.4.5(c) Teacher Emphasis on Academics

Academic emphasis is also known as academic press. According to Purkey and Smith (1983) and Fisher and Berliner (1985), academic emphasis referred as a teacher's ability to maintain the students' focus on the academic activities along with being involved in social tasks. It is a pressure that teachers feel to facilitate student learning (Goddard, Hoy, & Woolfolk Hoy, 2000) and teachers' beliefs about and efforts on student learning (Woolfolk Hoy et al., 2008). It is also known as "the degree to which teachers find ways to engage students in appropriate academic task" (Beard et al., 2010).

According to Hoy and Miskel (2008), academic emphasis is characterised by high but achievable academic goals, orderly and serious learning environment, motivation for students to work hard, and a respect for academic achievement. Therefore, Kurz (2006) noted that teachers with high levels of academic emphasis who exert a great amount of effort on increasing student engagement are expected to create a healthy and focused learning environment where academics are the top priority. Teachers also always make sure that their students are actively engaged in suitable learning tasks which relates positively to student learning (Woolfolk Hoy et al., 2008).

McGuigan and Hoy (2006) concluded that a higher level of teacher academic emphasis can impact teacher sense of self-efficacy and teacher trust in parents and students. They emphasised that teacher academic emphasis is closely related to how teachers perceive their role in improving student achievement and what teachers do to create an appropriate learning environment in schools.

In sum, teachers' academic optimism comprises of teacher sense of self-efficacy which refers to an individual belief and symbolises the cognitive part of academic optimism, teacher trust in parents and students which holds the affective side of

academic optimism and teacher academic emphasis which is associated with time and effort teachers devote to improving academics achievement.

2.4.6 Teachers' Academic Optimism as a Mediator

According to Edwards and Lambert (2007), mediation is a process of influence relationships between variables, where the independent variable's effect on the dependent variable is transmitted through the mediator variable, called the mediating variable. Meanwhile, Baron and Kenny (1986) suggest that a variable function is a mediator to the degree that it allows for the independent variable's relationship and can affect the dependent variables. Teachers' academic optimism is a set of beliefs carried by individual teachers that they can teach efficiently, that they trust their students to learn and that the parents of the students support them and that they can set the bar high and highlight academics. Hence, this study predicts that teachers' academic optimism mediates the relationship between leaders' emotional intelligence and teachers' organisational commitment.

The study by Eren (2012) examined the mediating function of academic optimism among aspiring teachers in relation to their future time prospect and professional teaching plans. Findings showed that the relationships between future time prospect and professional teaching plans dimensions were significantly and fully mediated by academic optimism while the relationship between future time prospect and aspirations for leadership was not.

Another study by Eren (2014) examined the relationships between the personal responsibility of aspiring teachers, academic optimism, hope and teaching emotions with a view to exploring the mediating roles of hope and academic optimism in the

relationship between teaching emotions and personal responsibility. Results showed that the emotions of aspiring teachers over teaching, academic motivation, expectation, and personal responsibility were significantly related to each other. Results also showed that the relationships between teachers' emotions and personal responsibility of aspiring teacher was mediated by hope and academic optimism.

One of the most recent research studies on teachers' the academic optimism particularly as a mediator was performed by Kulophas and Halliger (2019). They investigated whether and how the learning-centered leadership of the principals influenced the academic optimism of teachers and the resulting impact on their engagement in professional learning. The cross-sectional study which employed multi-level structural equation modeling and bootstrapping analyses in order to test and explore these relationships in a mediation model of school leadership effects on teacher professional learning through academic optimism, was undertaken with 1,763 teachers and 152 principals from 159 randomly selected medium-sized secondary schools in Thailand. The results of this study highlighted the role of school leadership in sustaining a culture of teachers' academic optimism. The study also established teachers' academic optimism as a mediator through which school leadership supports teacher professional learning. Research has also found that teacher in school who demonstrate the characteristics of a professional learning community are more likely to have a greater sense of collective teacher efficacy, a variable that is also associated with academic optimism among teachers.

In sum, these previous studies have supported the investigation of academic optimism as a mediating variable. As for the current study, the academic optimism of teachers was chosen as a mediator due to its significant individual belief and its

influence on an individual's characteristics such as emotional intelligence of leaders and organisational commitment of teachers. Furthermore, teachers' academic optimism has not been examined empirically as a mediator between the relationship of leaders' emotional intelligence and teachers' organisational commitment. The findings will add to the body of literature of the related field of the study.

Hence, hypotheses 6 is proposed as:

H₀₆: There is no significant mediating role of teachers' academic optimism on the relationship between leaders' emotional intelligence and teachers' organisational commitment in Malaysian secondary schools.

2.4.7 Measuring Teachers' Academic Optimism

Two methods of measurement are applied to assess the academic optimism of teachers. They are the Teachers Academic Optimism for Elementary Teachers (TOAS-E) and the Teachers Academic Optimism for Secondary Teachers (TOAS-S). The TOAS-E by Beard et al. (2009) consist of three facets and 11 self-rating items. There are three items in the self-efficacy facet and four items each in trust and academic emphasis facets. Meanwhile, the TOAS-S by Fahy et al. (2010) consist the same three facets with three self-rating Likert-scale items in each facet which total up into nine items altogether.

2.4.7(a) Justification for using Teachers Academic Optimism for Secondary

Teachers (TOAS-S) as the Instrument for Measuring Teachers'

Academic Optimism

Teachers Academic Optimism for Secondary Teachers (TOAS-S) operationalises the measurement of academic optimism at the individual level by Fahy et al. (2010), which comprised three significant and related facets of multidimensional construct.

The three dimensions connect with one another to create a constructive learning force and consist of three self-rating Likert-scale items in each facet which total up into nine items altogether. It is conceptualised as a relational series of interactions, fundamentally dependent on each element. Hence, the TOAS-S is suitable to be used as a measurement tool for measuring teacher's academic optimism since the unit analysis of current study is the individual teacher from secondary school in Malaysia. The beliefs and attitudes of teachers that serve as a guide for their thoughts and actions have a profound impact on their position as a teacher as it reflects in their teaching practices and other behaviours relevant to the work.

Moreover, many previous research shows that teachers with academic optimism demonstrate more commitment particularly with a high sense of teacher efficacy (Trentham, Silvern, & Brogdon, 1985; Tschannen-Moran & Woolfolk Hoy, 2001). The teachers emphasise high level of academic achievement as they believe in their ability to attain student achievement positively, which in turn increase the teacher's sense of efficacy and, at the same time, when the teachers trust parents, he or she sets high academic standards in the hope that they will not be questioned by the parents (Anwar & Anis-ul-haque, 2014).

Finally, academic optimism has only recently emerged at the individual teacher level and the construct has not much given attention in Malaysian educational context. Therefore, this research aimed to investigate whether the teachers' academic optimism exists as mediator in the relationship between the emotional intelligence of the leaders and the organisational commitment of the teachers.

2.5 Organisational Commitment

Academicians and professionals have been exploring the concept of commitment for more than half a century (Singh & Gupta, 2015). Organisational commitment plays a major role in acquiring a company's employee loyalty. According to Becker and Gerhart (1996), the organisational and individual behaviours of employees could be explained by organisational commitment. Organisational commitment is seen as a key component in the relationship between individuals and firms because it encourages the attachment of an employee to the firm (Mowday, 1998). Employees with high organisational commitment display a positive attitude and are more receptive to changes in the organisation (Iverson & Buttigieg, 1999). Meanwhile, Morris and Sherman (1981) noted that an individual's performance and turnover could be determined effectively by organisational commitment.

Across two decades of research, organisational commitment has been identified as one of the most important predictors of desirable and undesirable effects in an organisation (Meyer, Stanley, Hercovitch, & Topolnytsky, 2002). Therefore, Tariq, Tariq, Ramzan, and Riaz (2013) discovered that organisations are always seeking for the committed human resources to achieve their strategic goals and that is why it has become a main reason for organisations to take account human resources as valuable asset (Mowday et al., 1979).

Hence, organisational commitment plays an important part in the efficiency of organisations in order to increase productive capacity (Meyer & Allen, 1997). This is because committed employees are dedicated people who deliver better organisational performance and results in company (Allen & Meyer, 1996). Furthermore, the commitment of employees is demonstrated by the willingness of employees to continue their attachment with the organisation and make a substantial contribution to the accomplishment of the organisation's goals (Mowday, 1998). Moreover, if employees were to exercise extraordinary levels of effort together with a remarkable degree of organisational commitment, there is a great possibility that this will lead to a high level of performance at both individual and organisational levels (Mowday, 1998). In sum, the strength of the individual to continue with the organisation or leave to pursue another job is exactly organisational commitment refers to.

2.5.1 Theoretical Background of Organisational Commitment

The history of the theory of organisational commitment can be traced back to 60 years ago. Each of the developed theories has evolved over three eras and has had a huge influence on the current development of organisational commitment; calculative approach, psychology approach and multidimensional approach (Cohen, 2007a). In the earlier study commitment only found a single dimension concept that's based on an attitudinal affective commitment (Porter, Steers, Mowday, & Bulian, 1974). Meanwhile, Mowday, Steers, and Porter (1979) considered commitment as multidimensional in nature. In sum, the evolution of commitment theory is summarised in detail as listed in Table 2.6.

Table 2.6

The Evolution of Commitment Theory

Year	Theorist	Contribution
1960	Becker	Side-Bet Theory
1974,1979	Porter et.al	Affective Dependence
1979	Mowday and Steers	Affective Dependence
1984, 1990,1997	Meyer and Allen	Multi-Dimensional Theory
1986	O'Reilly and Chatman	Multi-Dimensional Theory
2007a	Cohen	Two-Dimension Theory
2009	Somers	Combined Theory

Note. Adapted from “New Development of Organizational Commitment: A Critical Review (1960 - 2009)” by Z. Weibo, S.K. Garib Singh and W. Jun, 2010, *African Journal of Business Management*, 4(1). Copyright 2010 by ResearchGate GmbH.

2.5.2 Concept and Definition of Organisational Commitment

There are a number of definitions and measures on organisational commitment (Luthans, 2011). The variation of definitions is listed as in Table 2. 7.

Table 2.7

The Multiple Version of Organisational Commitment Definition

Year	Theorist	Definition
1968	Porter	the desire of the employees to continue to remain and work for the organisation
1974	Buchanan	a partisan affective attachment to the goals and values, and to the organisation
1982	Mowday et al.	the relative strength of an individual’s identification with, and involvement in a particular organisation consisting of (1) belief in and acceptance of organisational goals and values, (2)a willingness to exert effort on behalf of the organisation, and (3) a strong desire to maintain membership in the organisation
1986	O’Reilly & Chatman	a person's psychological attachment to the organisation, reflecting the degree to which the person internalizes or adopts the characteristics or viewpoints of the organization

Table 2.7 (Continued)

Year	Theorist	Definition
1989	O'Reilly	an individual's psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation
1991	Meyer & Allen	a psychological state that characterises the employee's relationship with the organisation, and has implications for the decision to continue membership in the organisation
1993	Morrow	an attitude reflects feelings such as attachment, identification and loyalty to the organisation as an object of commitment
2001	Miller & Lee	employee's acceptance of organisational goals and their willingness to exert effort on behalf of the organisation
2003	Miller	a state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation
2004	Lok & Crawford	employees' desire to engage actively in the organisation's work (and life) and to remain working in the organisation thereafter.
2005	Arnold	the relative strength of an individual's identification with and involvement in an organisation
2005	Siegel, Post, Brockner, Fishman, & Garden	an attitude that is determined by a number of internal (employee specific) and external (mainly organisational specific) factors
2006	Battistelli, Marco, & Benedetta	a psychological condition that described the employee's relationship with the organisation with which he or she served and later influenced the decision to stay with the organisation
2007a	Cohen	a psychological attachment to the organisation evidenced by identification, emotional engagement and a sense of belonging
2009	Wahab, Quaddus, & Nowak	the attachment that an employee has to an organisation has consistently been found to be related to workplace behaviour
2011	Qureshi, Hayat, Ali & Sarwat	feeling of the employee's obligation to the organisation's mission
2011	Farahani, Taghadosi, & Behboudi	organisational dedication as well as psychological desires and the devotion of workers to their organisation
2012	Daneshfard	is the connection between individual and individual behaviour, which the individuals have to depend each other and have responsibility for their actions and behaviour with the organisation

Table 2.7 (Continued)

Year	Theorist	Definition
2014	Ivancevich, Konopaske, & Matteson	a sense of identification, participation, and loyalty expressed by a member towards the organisation when an individual brings into line very closely with the objectives of programs
2015	Berberoglu & Secim	employee loyalty and efficiency for an organisation
2016	Tuna, Ghazzawi, Tuna & Catir	the degree to which an individual interacts with an organisation is an indicator of the individual's OC
2018	Heracwati, & Rachma	the strength of the employee's perceived relationship with the employer, which holds them in the company for which they work
2019	Alrowwad, Almajali, Masa'deh, Obeidat, & Aqqad	the willingness of the employee to work for the organisation and a deep desire to stay within it

In sum, based on the multiple definitions and conceptualisations illustrated above, the organisational commitment therefore can be referred as an employee's positive actions and attachment to achieve the goals and values of the organisation as well as remain to work in the organisation with no intention to leave. In the context of present study, the organisation refers to the secondary schools and the employees are the teachers who work there.

2.5.3 Development of Organisational Commitment Models

Models of organisational commitment were developed 40 years ago (Wong & Tong, 2014) and 46 years ago at the present time. There are many models explaining organisational commitment. For the present study, the researcher has chosen to highlight the third era's commitment model; Meyer and Allen Commitment Model (1991) which is also well-known as the Three Component Model of Commitment as it is also one of the most popular organisational commitment models. Majority of current research on the theme has used Meyer and Allen's (1991) commitment model (Singh &

Gupta, 2015). In addition, this model of continuance, affective and normative commitment involves a psychological state that relates the employee to the organisation (Meyer & Allen, 1997; Singh & Gupta, 2015) which, at present, is the significant base of the organisational commitment studies in general.

2.5.3(a) Meyer and Allen Commitment Model

The Meyer and Allen Commitment Model (1991) is a three-component model and has been receiving empirical support across cultures (Snape & Redman, 2003). The organisational commitment model developed by Meyer and Allen (1991) successfully incorporated Becker (1960), Porter et al. (1974) and Mowday et al. (1979) approaches by including three elements; affective commitment, continuance commitment, and normative commitment. Meyer and Allen (1991, 1997) asserted that commitment can come in different forms, each identified by a different psychological situation or mindset.

Meyer and Allen (1984) initially presented two dimensions of organisational commitment which is the affective commitment and continuing commitment, then added the third dimension, the normative commitment, which indicates that the responsibility of an individual to keep up with the organisation (Allen and Meyer, 1990). Affecting refers to the emotional attachment, identification with, involved in the organisation; continuance commitment relates to expected costs associated with quitting the organisation; and normative commitment refers to responsibilities to maintain at the organisation. (Meyer & Allen, 1984).

Consequently, Meyer and Allen (1991) established a wide-ranging formation of commitment by classifying them into three-component model (TCM) namely affective, continuance and normative commitment. The three-component model of organisational commitment is an emotional state characterising the association of employees with the organisation and the consequences of the decision to stay or withdraw from the relationship (Meyer & Allen, 1997). The three-components were developed originally to stress observed similarities and differences in prevailing one-dimensional conceptualisations of commitment for the organisation (Mowday, Porter, & Steers, 1982). The TCM is detailed as Table 2.8.

Table 2.8

The Three-Component Model (TCM)

Component	Description
Affective	Affective commitment is an ‘affective nature’ of employees in order to get the characteristics from the organisation and have a positive sense to continue working with an organisation whereby the employees’ have a unique reason why they never leave their occupations (Allen & Meyer, 1990). The affective commitment process be affected by the personal characteristic, organisational structure, and work experience (Meyer & Allen, 1991).
Continuance	Continuance commitment defines that the individuals are aware of the costs of leaving an organisation and then they stay at the organisation because they are not able to leave. Employees’ want to remain in the organisation, since they feel attracted by other gathered funds which they might lose, such as retirement pension plans, superiority. The corporate essentials to give more attention and appreciation to those elements that enhance the employees’ moral to be affective committed (Meyer & Allen, 1991, 1997).
Normative	Normative commitment describes individuals who stay in an organisation because it is <i>“the right and moral thing to do”</i> . Normative commitment refers an employee who has a sense of obligation to remain with the organisation. Then, the members must remain in the organisation because of the philosophy of working in the integration to stay viable in the company. <i>“obligations might bring with commitment which is an original antipathy and inclination to keep the truth account of inputs and outcomes that is absent in the case of need, where normative commitment results from the receipt of advanced toward, once the obligation has been paid, the employee may decide to leave the organisation”</i> (Meyer & Allen, 1991).

Note. Adapted from “A Three Component Conceptualisation of Organisational Commitment” by J.P. Meyer and N.J. Allen, 1991, *Human Resource Management Review*, 1(1). Copyright 1991 by Elsevier Inc.

2.5.4 Organisational Commitment, Leaders and Leadership

Meyer and Allen (1997) mentioned that commitment theory highlights the contribution of leadership in the development of organisation. The capability of organisations to react effectively in order to face challenges and opportunities have created new conditions which is dependent on the performance of leadership and employee commitment (Azman, Hj. Hasan, Ahmad Zaidi, Mohd Hamran, & Munirah Hanim, 2011). An organisation needs a leader that could maintain its organisation performance through suitable leadership. According to Jackson, Meyer, and Wang (2013) leadership has impacted on employee commitment as it will boost employee commitment and improve members' competitiveness. In other words, leadership is one of the most significant personal and organisational factors for organisational commitment (Bayir, Dulay, & Karadağ, 2015).

Organisational commitment can be strongly influenced by the leadership style of the leaders (Abasilim, 2014; Kelly & MacDonald, 2019; Sudha, Shahnawaz, & Farhat, 2016) whereby affecting the followers' service attitude and willingness to work and far more committed to the organisation if they have confidence in their leaders (Wu, Tsai, Fey, & Wu, 2006). Using the right styles of leadership, leaders may enhance the commitment of employee and productiveness; thereby increasing the level of job satisfaction of employees (Mosadegh Rad & Yarmohammadian, 2006) and at present, this consideration appears to be very clear and critical in the achievement of organisational objectives (Abasilim, Gberevbie, & Osibanjo, 2018a; 2019).

As Meyer and Allen (1997) pointed out, managers with strong leadership and a good relationship with workers can stay within the organisation, as these leaders will direct people through ambiguity and confusion, which in turn can have an effect on

people's willingness to work within the organisation (Bass, 1985; McLaggan, Bezuidenhout, & Botha, 2013). Most leadership studies have recognised the many kinds of leadership styles that leaders adopt in administering organisations (Kelly & Macdonald, 2019). Thus, their leadership style can make employees commit, build good relationship between subordinates, appreciate and respect one another, make decisions together, understand the needs of work, receive adequate income, and being in a good working environment which has made the relationship between employees' commitment and their managers' leadership, seems to be the most decisive factor in promoting organisational. On the other hand, managers with poor leadership will have poor communication with their team members, which sparks off higher turnover rates (Allen & Meyer, 1996). This is related with the previous studies declared the findings of the style of leadership such as (transformational, transactional) on subordinates' commitment shown positive relationship such as whereas the laissez-faire style of leadership has generated a negative relationship with the commitment of employees, regardless of the work settings. (Abasilim et al., 2018a; Abasilim, Gberevbie, & Osibanjo, 2018b in Abasilim et al., 2019). On the other hand, local studies on leadership and organisational commitment includes; Abdul Ghani Kanesan (2005), Ibrahim et al., (2014), Joo, Yoon, and Jeung (2012), Jorah (2009), Noraazian and Khalip (2016), Othman and Ishak (2008), Raman et al. (2015), Teoh (2017) and Tnay, Abg Ekhsan, Heng, and Sheilla Lim (2013).

As this study is related to leaders' (principals') emotional intelligence and teachers' organisational commitment, Teh, Wong, Lee, and Loh (2014) highlighted that principal styles of leadership and their navigating style are influential in determining the commitment of teachers. This has been stressed by Lambert (2002) and Bennis and Nanus (2003) more than a decade ago that leadership is the main and most powerful

factor needed for enhancing teacher commitment in any educational institution. This is due to the fact that many teachers feel truly committed to their responsibilities when principals are capable of creating workplaces that are positive and stimulating, student-oriented, improve group feelings and promote their sense of effectiveness. Meanwhile, leaders with poor and inefficient leadership and less administrative assistance can cause many teachers to quit their teaching profession (Fiore, 2004). This is what feared by Meyer, Morin, Stanley, and Maltin (2019) who noticed that teachers who are strongly committed to teaching may have a low level of commitment to school if they are dissatisfied with the principal or the strategic goals of the school.

In conclusion, it is widely accepted that the degree of organisational commitment depends on the strong leadership qualities of the key person in the organisation. This is due to the fact that the style of leadership encourages subordinates to rise optimistically above their self-interest, with dedication and commitment to accomplishing organisational goals beyond their expectations. Hence, the present study intends to examine the influence of principals' emotionally intelligent leadership on teachers' academic optimism and organisational commitment.

2.5.5 Teachers' Organisational Commitment

Organisational commitment of teachers is a significant element in establishing the excellence of the education reform and the effectiveness of schools (Nordin, Darmawan, & Keeves, 2010). Moreover, it is the new trend in educational reform (Teoh, 2017). From a teacher's point of view, organisational commitment is the commitment to the school (Getahun, Tefera, & Burichew, 2016). It is concerned that since five decades ago, teachers' commitment to school and teachers' organisational commitment has been used synonymously (Mowday et al., 1979). This is basically due

to the fact that the committed teachers would carry out their duties profoundly as though they belonged to the school (Joffres & Haughey, 2001). In this respect, having a highly committed teacher is regarded as an asset in any school. According to Cohen (2007a), teachers may have several aspects of commitment that contribute to the depth of psychological involvement that refers to school as an organisation, students, teaching as a profession or classroom teaching. The behaviour of teachers that differ based on the type of commitment they emphasise. Teachers committed to school not only carry out their duties diligently but are also able to commit their time and personal agenda whenever they are required (Lokman, Khadijah, & Rozita, 2012). Most importantly, teachers with a high organisational commitment will spend the most time and energy on preparing, implementing and evaluating student progress (Altun, 2017).

Teacher's commitment is closely linked to the performance of teachers' work, which has a significant impact on student achievement (Teoh, 2017), productivity and efficiency in schools and helps to achieve educational objectives (Oduk, 2016). Izzati, Suhariadi, and Hadi (2016) stressed that teachers who exemplify a high level of self-efficacy and self-esteem and feel competent to deal with different situations are more emotionally committed to their school. In respect of this, Kouni et al. (2018) listed a number of impacts of teachers' commitment to school based on a few recent surveys. It is regarded that teachers' commitment affects; (a) their willingness to support the needed adjustments that are being promoted in schools; (b) the behaviour of their organisational citizenship; (c) the improvement in their professional performance; (d) the school's culture and values; (e) their performance and job satisfaction; (f) their trust and expectations towards other in the organisation; and (g) a team-cooperative workplace environment.

Teachers' commitment is a key component for effective school, teacher satisfaction and retention, low commitment contributes to poor results (Oduk, 2016). For instance, the lack of professional commitment of teachers to carry out tasks, such as arriving late to school, being indifferent to students results in a low quality of students (Siri, Supartha, Sukaatmadja, & Rahyuda, 2020). Such lower commitment of teachers signifies teachers are less effective in their professional achievement and this affect badly the effectiveness of school. It is obvious that lower committed teachers fail to direct students to behave according to different goals apart from the school's goals. This would create difficulties that would lead to divergence from the school's educational goals. Such negative attitudes cannot be recognised and avoided at the right time (Celep, 2000), which has resulted in teachers tending to leave the profession gradually.

2.5.6 Concept and Definition of Teachers' Organisational Commitment

The commitment of teachers is not one-dimensional but has many layers and dimensions (Day, 2000, 2004). The conceptualisation of teacher commitment can therefore be synthesised as a multidimensional approach. In this regard, to date, many different definitions for this concept have been suggested that includes the attitude and behavioural components of teachers' commitment to organisation. Generally, according to Reyes (1990) committed teachers are prone to; (a) become more hard-working, less tardy and less reluctant to quit the workplace; (b) dedicate more time to extra-curricular activities to attain the organisation's goals; (c) outperform their peer; (d) affect student accomplishment; (e) believe and act on the school's goals; (f) strive beyond personal interest; and (g) intend to remain as a member of school system. The concept of committed teachers has been also synonymously employed with quality teachers (Nordin et al., 2010), or as a similar for dedicated teachers (Frankenberg, Taylor, &

Merseth, 2010) which are very important for the teacher-student nexus. Hence, the multiple definition of the teacher's organisational commitment presented by previous researchers is provided in Table 2.9.

Table 2.9

The Multiple Definitions of Teachers' Organisational Commitment

Year	Researchers	Definition
1981, 1989	Nias	teacher commitment distinguishes those teachers who are caring, dedicated, and who take the job seriously from those who put their own interests first
1982	Mowday, Porter, & Steers	teachers' sense of loyalty to school as a workplace and identification with its values and goals
1990	Reyes	committed teachers are characterised as those who are more hard-working, devote more time to school activities, have better work performance and exert more effort beyond personal needs
1992	Reyes	teacher organisational commitment comprise of; (1) belief in school goals and student learning ability;(2) intention to remain an active member of the school; and (3) willingness to exert extra effort on the school's behalf
1992	Coladarci	the teachers' commitment shifted and or declined when they felt unsuccessful and felt unable to influence the students' learning and or the other community members
1993	Firestone & Pennell	committed teachers have stronger psychological ties to their school, students, teaching and profession
1996	Firestone	psychological bond between the person and the object to which they are committed
2005	Park	teacher's devotion to and responsibility for learning and behavior of students
2011	Lee, Zhang, & Yin	psychological attachment of teachers to the teaching profession, professional associations and schools, colleagues, parents and students
2011	Karadag, Baloglu, & Cakir	loyalty to the school organisation
2015	Raman, Chang, & Khalid	teacher's willingness to contribute his or her energy and time towards his or her work
2016	Oduk	the extent to which teachers identify with their institution and wish to continue working or to promote the school's vision

Table 2.9 (Continued)

Year	Researchers	Definition
2016	Getahun, Tefera, & Burichew	a psychological contract which consists of open and latent pledges between teachers and the school
2017	Kurniadi, Prihatin, Komariah, & Sudarsyah	an internal interpretation of a teacher about how they absorb and interpret their work experience
2018	Raj & Verma	degree of positive and affective link between teacher and at the school or organisation

In short, the definition of the teacher's organisational commitment is not much as its conceptualisation is similar to the organisational commitment in general. Thus, on the basis of the above definitions, it can be concluded that the term teachers' organisational commitment refers to teachers' tremendous sense of belonging to the objectives of the school and will be more willing to stay in school and teach with full strength.

2.5.7 Celep Teachers' Organisational Commitment Model

The existing conceptualisations of teacher commitment can be directly linked to Kanter's (1974) and Mowdays et al.'s (1979) work on organisational commitment in the 1970s. It is believed that teachers are committed to the social context in which they work or to what Kanter (1974) explains as the '*social system*'. Based on the organisational commitment discussed earlier, Celep (2000) has constructed teachers' organisational commitment model which consists significant dimensions to measure teachers' organisational commitment in educational organisations. This model has been adapted from the original concept of organisational commitment theory. According to Celep (2000) job satisfaction of teachers relies not only on good physical and economic factors, but also on psychological satisfaction in teaching. He found that teachers' organisational commitment in educational organisations could be categorised into four

dimensions namely commitment to school, commitment to teaching occupation, commitment to teaching work and commitment work group. Celep (2000) asserts that the four dimensions portray the exact behaviours of teachers in school. Based on these dimensions which complete each other, Celep (2000) has constructed the Multi-dimensional Commitment to Educational Organisational -Teacher Questionnaire- which has 28 items. The four dimensions and their descriptions are as listed in Table 2.10.

Table 2.10

Celep Teachers' Organisational Commitment Model

Dimension	Description
Commitment to School	Teachers' belief and acceptance of the goals and values of the school, teachers' efforts for actualisation those goals and values, and teachers' strong desires to keep up membership in the school. This definition is based on the concept of organisational commitment (Mowday et al. 1979). Commitment to school is when the teacher who has committed himself or herself to the school exerts great efforts for his school, is proud of his school and willing to have responsibilities for the achievement of school (Celep, 2000).
Commitment to Teaching Occupation	Defined as teachers' attitudes towards their occupation. Commitment to teaching occupation was formulated in accordance with the concepts that are professional commitment, career orientation, career commitment (Blau, 1985,) and career salience (Greenhaus, 1971). The teacher who has committed herself or himself to teaching occupation perceives his decision positively for choosing teaching occupation, realises his professional values more important than the other professional values, and is willing to work as a teacher even though he or she does not have economical problems (Celep, 2000).
Commitment to Teaching Work	The physical and psychological occupied level of a teacher in his or her daily life. Commitment to teaching work is formed with Morrow's approach (1983) which maintains the occupied level of an individual's daily life. The teacher who has committed herself or himself to teaching work helps the students out of the classroom, struggles more for the unsuccessful students, creates possibilities for extra lesson on the case that routine class-time is not sufficient for the planned lessons, and takes the class on time (Celep, 2000).

Table 2.10 (Continued)

Dimension	Description
Commitment to Work Group	The employee's sense of faithfulness and collaboration with other working groups within an organisation (Randall & Cote, 1991). In this respect, the commitment of teachers to work group in the school is based on density of the teachers' sense of faithfulness and collaboration with other teachers. The teachers spend their time together at the breaks, perceive each other as close friends, and have close relationships out of the school this cause the level of commitment to work group to increase (Celep, 2000).

Note. Adapted from “Teachers’ Organizational Commitment in Educational Organizations” by C. Celep, 2000, *National FORUM of Teacher Education Journal 10E(3)*. Copyright 2000 by Education Resources Information Centre (ERIC).

Since the student is the most essential element (Celep, 2001), committed teachers must be the valuable assets of the schools. Therefore, the teachers’ organisational commitment model generated by Celep (2000) is said to be very appropriate and reflects the commitment of the teacher as a whole in schools. Hence, Celep (2000) concluded that the level of teachers’ level of commitment to school, to work group, to teaching work and to teaching occupation, which were chosen as commitment points, have been determined that all are interrelated. Therefore, these dimensions will be very crucial aspects to be studied in the present study to highlight the teachers’ commitment to the organisation in various angles.

2.5.8 Organisational Commitment and Demographic Background

As organisational commitment and teachers’ organisational commitment are essentially based on the same conceptualisation, the explanation of the demographic influence on both is indistinguishable. Hence, the literature review under this subtitle relates to both and will be discussed further in this section.

According to Blythe (2005), demographic is the study of general and specific population features, such as ethnicity, gender, occupation, population density, size and location. Several researchers conducted studies to examine the effect of different factors on organisational commitment, and demographic factors were among those in almost all of these studies such as age, gender, marital status, education and job tenure (length of service) (Rabindarang, Bing, & Yin, 2014). Demographic variables have been recognised to determine the organisational commitment (Clarence & George, 2018) and are also significant predictors of teacher commitment. (Park 2005; Hulpia, Devos, & Rosseel 2009a; 2009b).

Akintayo (2010) noted that when workers are demographically well-satisfied and have a high degree of job satisfaction with their employment, they are more likely to be dedicated to the organisation than those who are not happy with their jobs because of the same reasons. Previous research on employees' demographic and personality characteristics has shown that they have a major influence on the organisation (Konya, Matic, & Pavlovic, 2016). In terms of educational field, the intensity of empirical studies suggest that demographic factors are important for explaining the desire of teachers to remain in the teaching profession (Bhuain & Al-Jabri, 1996; Efanga, 2005).

Study reports that younger teachers are more dedicated than older ones when considering age (Gerald, 2011). Meanwhile, Hanlon (1983) reported more commitment from older teachers than from younger ones. This is supported by a study by Al-Khatani (2012) who discovered that age is positively linked to organisational commitment where older employees appear to be more dedicated than younger ones. In another study, Amangala (2013) also claims that commitment increases with age because the relationship between age and organisational commitment is positive. A study by

Pourghaz, Tamini, and Karamad (2011) found that affective commitment in the 21-28 years old group was higher than those between the ages of 29-39 and 40 and above. Jena (2015) found that age was positively related to organisational commitment, as well as Al-Haroon and Al-Qatani (2020) who noted that there was a significant difference in the levels of commitment among employees in the various age groups. Meanwhile, Yucel and Bektas (2012) in their study identify that age had a moderating effect job satisfaction and organisational commitment among teachers of the secondary school. However, in contrast, there are some studies such as one of the studies by Salami (2008) who found no significant correlation between age and organisational commitment and Garipağaoglu (2013) who reported no significant difference between the same variables. Recent study by Clarence and George (2018) indicated that the score of college teachers' organisational commitment of did not differ across different age groups.

Meanwhile, according to Elizur and Koslowsky (2001) a significant indicator of commitment has also been identified to be the relationship of values with gender. Gender has a strong impact on the organisational commitment of employees where it relates to the socio-psychological sections of masculinity and femininity (Pala, Eker, & Eker, 2008). Some studies have indicated that females' level of commitment is higher than males' (Coladarci, in Chan, Lau, Nie, Lim, & Hogan, 2008; Park, 2005). Study by Forkuoh, Affum-Osei, Osei, and Addo Yaw (2014) also indicated that female employees were highly committed. In the school setting, research by Hulpia et al. (2009a; 2009b) stated that male teachers are less dedicated to their schools than their female counterparts. Meanwhile, Affum-Osei, Acquaaah, and Acheampong (2015) found that both female and male employees were moderately committed. But, the findings of Borman and Dowling (2008) indicated lower commitment of females. Pala

et al. (2008) further discussed males as more committed than women. Similarly, Kumasey, Delle, and Ofei (2014) also noted that men are more committed than women to their respective organisations. In contradictory, Pourghaz et al. (2011), Khalili and Asmawi (2012), Dogar (2014) and Clarence and George (2018) revealed that there was no difference in males and females in terms of their overall organisational commitment, whereas Al-Haroon and Al-Qatani (2020) stressed that sex of respondents was not a significant predictor of overall organisational commitment.

Next, experience or long service in a given sector can also contribute to a high degree of commitment. For example, job tenure is an essential indicator of organisational commitment (Azeem, 2010). Newstrom (2007) reported that commitment among long-term stay employees is generally stronger. Meyer et al. (2002) has discovered a significant and positive relationship between organisational commitment and service duration. It was concluded that there is a strong correlation between the years they spent in an organisation and their level of commitment. This is similar to Salami (2008) and Popoola (2009) who established a positive and strong relationship between years of organisational service and commitment to organisation. Iqbal (2011) believed that service length is positively related to organisational commitment and claims that the longer an employee remains in the organisation, the feelings of responsibility for outcomes that are applicable to him also increases. This is supported by Amangala (2013), Khurshid and Parveen (2015) and Clarence and George (2018) that years of service has a tremendous influence on commitment. However, Chaudhry and Saini (2014) and Al-Haroon and Al-Qatani (2020) indicated that there was no significant difference by work experience in the level of organisational commitment. Meanwhile, in the context of school, study by Hulpia et al. (2009a;

2009b), revealed there is a negative correlation between the working years of the teachers and their organisational commitment.

In addition, marital status is a demographic factor affecting commitment. The state of being married or single is called male or female marital status. Marital status plays a key role in maintaining organisational commitment (Saif, Nawaz, & Jan, 2012). Salami (2008) observed that employees' marital status predicted organisational commitment significantly. Ahmed, Nawaz, Iqbal Ali, Shaukat, and Usman (2010) also reported that marital status is positively linked to the commitment of the organisation. Some research has shown that employees who are married show a lot more commitment to their organisations compared to single employees including Chughtai and Zafar (2006), Salami (2008) and Affum-Osei et al. (2015) indicating that individual employees who are married are much more dedicated than single employees. This was supported by Choong, Tan, Keh, Lim, and Tan (2012) in their study on how demographic factors influence the organisational commitment of academic staff in Malaysian Private Universities. Findings showed that married individuals are more dedicated than single ones because of their increased responsibility for their families and demanding greater stability and job security. Therefore, they are expected to be more committed to their present organisation they work in, than their unmarried counterparts. However, some studies revealed that there is no difference in terms of marital status for organisational commitment (Al-Haroon & Al-Qatani, 2020; Clarence & George, 2018; Çoğaltaya, 2015 and Popoola, 2009) indicating that married or unmarried does not affect one's commitment level at the organisation. In addition, Ekinci and Yıldırım (2015) also concluded in their study that secondary teachers' multidimensional organisational commitment levels did not vary based on their marital status.

A further demographic aspect contributing to organisational commitment is the level of education or qualification (Al-Khatani, 2012). A quality or achievement is defined as qualifications which makes someone suitable for a particular job or operation. The literature suggests that highly skilled workers are perceived to be more committed because of their understanding of the organisational behaviour towards the less skilled (Akintayo, 2010). Pala et al. (2008), Jafri (2011) and Salami (2008) argued that direct positive relationship exists between the level of education and the commitment of an employee to their organisation. Salami (2008) stated that highly educated employees are in higher ranks and therefore have more responsibilities that inevitably require greater commitment to the organisation. Amangala (2013) also noted that the level of education could contribute to a high level of commitment. As the qualification of the person increases, their sense of belonging is strengthened with regard to the proportion of organisational commitment (Clarence & George, 2018; Nawaz & Kundi, 2010). On the other hand, Iqbal (2011) and Al-Khatani (2012) discovered that educational level was negatively related to organisational commitment. Highly educated people may have less commitment because they may have other employment opportunities and may have high expectations that the organisation cannot fulfill. In addition, Al-Haroon and Al-Qatani (2020) mentioned that there is no difference by education level in terms of organisational commitment. Meanwhile, Forkuoh et al. (2014) reported, employees who had first degree and below credentials demonstrated high commitment compared to others with higher qualifications. The rationale for this claim is that people with low educational levels typically have more issues leaving their jobs and appear to be more committed to their organisations. Nevertheless, in recent years, in the context of the school environment, higher education qualifications for teachers are not a guarantee of better reputation, income and position.

Therefore, the influence of education level either lower or higher level is still a debatable factor to determine teachers' organisational commitment.

Finally, the study that explores the link between demographic factors such as ethnicity and organisational commitment are not handful. Nonetheless, a new framework for people management strategies in the 21st century was widely accepted in the study of cultural diversity (Subeliani & Tsogas, 2005) and early attempts to address cultural diversity focused mainly on gender and race (Morrison, Lumby, & Sood, 2006). According to Heuberger, Gerber, and Anderson (2010) cultural diversity has widely extended to include gender, ethnicity, and religion, race, religious, ethnicity, sexual orientation, physical ability, income, work experience, marital status, educational background and other differences that could affect the workplace. Within the western context, several studies have explored commitment-related attributes within a country between different ethnicities (Cohen, 2007b). Cohen (2007b) presented empirical evidence supporting religious values as an important component for understanding teachers' commitment multiple conceptions based on responses from five ethnic groups of Israeli teachers such as secular Jews, Orthodox Jews, Kibbutzniks, Druze and Arabs. Meanwhile, Andrews-Little (2007) reported that ethnicity was only significantly linked to normative organisational commitment but not to affective or continuance organisational commitment. Similar findings concerning ethnicity within organisations were recorded by Taylor (2003) and Milliken and Martins (1996). In Malaysian educational context, Thien and Nordin, (2014) added empirical evidence from a sociocultural perspective on the similarities and differences in teacher commitment across Malaysian ethnic groups from three different types of primary schools. The findings revealed differences in the level of teacher commitment to school, students, teaching and profession across Malay, Chinese and Indian teachers. Malay

teachers, evidently, are more dedicated to school and teaching than Chinese and Indian teachers. In the meantime, Chinese teachers have been found to be more committed to the profession, while Indian teachers are more committed to students compared to Chinese and Malay teachers. The findings also revealed that there was no significance difference between Malay and Chinese teachers for commitment to school and no significance difference between Malay and Indian teachers for commitment to students. The results were in contrast to the earlier research by Abd Rahman, Nek Kamal, Norlia, and Kamaruddin (2012) on organisational commitment of senior head teachers in public primary school. Their findings showed that there was a significant difference for organisational commitment related to ethnic of Malay, Chinese and Indian. They stated that the degree of organisational commitment among senior head teachers showed the differences between ethnicity but there was no difference between the genders. They suggested organisational need to develop the required efforts to support and allow the various ethnic groups to put their contribution highly to the organisation. This will help organisations to meet future challenges while maintaining the commitment of employees to the organisation. Due to its diversity of ethnic groups, religions and cultures, both studies have become an important organisational research in understanding the behaviour of employees in the workplace in Malaysia. On the other hand, however, recent study by Amah and Oyetunde (2019) revealed that ethnicity is negatively related organisational commitment.

Related research on organisational commitment and demographic in various field are ample and plentiful. Earlier, Hanlon (1983) examined the relationship between age and various measures of commitment to work among adult workers in the United States. The findings showed that older employees were more committed to their work than their younger counterparts, though there were small differences between age

groups. Gender has had little independent impact on work commitment. Older employees under the retirement age ranked significantly lower than younger employees for the involvement in job responsibilities. Employees past retirement age scored relatively high on involvement in work roles indicating these employees were highly inspired. He indicated that job satisfaction and organisational reputation were effective determinants of job commitment.

Meyer et al. (2002) performed a meta-analysis to describe the relationship between three dimensions of organisational commitment and the relationship between affective, continuance and normative commitment and variables identified in the Allen and Meyer (1990) model as antecedents, correlates and consequences. The findings showed that the three types of commitment were related, but distinguishable from each other as well as from the correlates, i.e., job satisfaction, job involvement and occupational commitment. Demographic variables were found to have a minor role in the development of organisational commitment but work experiences showed a strong relationship especially with affective commitment.

Andrews-Little (2007) reviewed the relationship between demographic variables and organisational commitment among senior female administrators (n=66). The study concluded that current annual pay, age and status of alumni were significantly associated with affective commitment while ethnicity was closely related to normative commitment and status of alumni related to continuance commitment.

In Tamil Nadu Papers Limited in Kagidapuram, Karur district, Kanchana and Panchanatham (2012) studied the relationship between demographic variables such as gender, age, job role and psychological variables such as job satisfaction and organisational commitment among employees. The analysis of a sample of 500

employees showed a significant relationship between demographic and psychological variables and organisational commitment. Also, the study purported that greater role clarity and high job satisfaction level result in greater commitment among employees. Job satisfaction was also found to influence components of organisational commitment.

Al-Khatani (2012) in his study found the significant influence of Saudi public sector organisational commitment with demographic variables and career and job-related variables. The findings revealed that (i) majority of the employees have not been found to be incommitted or committed and demographic variables such as age were reported to be significantly linked to organisational commitment. Also, job satisfaction and involvement were found to be significantly linked to organisational commitment as well as job and work-related variables such as decision-making participation, advancement, work condition and grade level were discovered to be significantly linked to organisational commitment.

Amangala (2013) studied the organisational commitment antecedents. The study specifically explores the role of age, employment, job status and organisational tenure as determinants of commitment on 18 salesmen from selected firms in the soft drinks industry in the states of Rivers and Bayelsa. The results show that age, education job status and organisational tenure are positively correlated with the commitment of organisation.

Kumasey et al. (2014) investigated whether gender and managerial status had any influence on occupational stress and organisational commitment in the Ghanaian banking sector. The findings showed that males differed significantly from their female counterparts in terms of organisational commitment. Nevertheless, there was no

statistically significant difference in sex and managerial status in occupational stress and organisational commitment.

Jena (2015) analysed possible relationship between organisational commitment and important demographic variable (e.g., age, marital status, tenure, job level and gender). As such a cross-sectional survey was conducted using a convenience sample of 240 shift workers at five ferroalloy companies in Odisha. The findings showed that the demographic information has a significant effect on the organisational commitment.

Affum-Osei et al. (2015) carried out a study to determine the relationship between organisational commitment and demographic variables (gender, age, education, experience and marital status) for a total of 206 employees randomly selected from 10 branches of Ghana's commercial bank. The results indicated that most of the employees were moderately and strongly committed, with male workers reporting the highest level of commitment than their female counterparts. Their research further indicated that the relationship between organisational commitment and demographic variables (gender, age, education, experience and marital status) was significant.

Konya et al. (2016) revealed some crucial information on how demographics, job characteristics and characteristics of organisations influence employees' organisational commitment in Central European organisations. The analysis resulted in several important findings that is gender does not have any influence on organisational commitment and characteristics of organisations and most demographic characteristics have little effect on organisational commitment. In addition, the study also revealed that job characteristics have strong impact on organisational commitment in Central European organisations.

Ajayi and Olantunji (2017) examined the impact of demographic variables of gender and age on the commitment of employees in the civil service in Nigeria. Data for the study were acquired via 567 valid questionnaires containing information on gender and age, and work-related issues from civil servants selected from six countries in the South-West of Nigeria. Findings indicated that the age groups of the civil servants are critical to their commitment in the organisation. The findings also showed that commitments in the civil service organisation are higher for the younger and older civil servants than those within the middle age groups.

A study by Shoaib and Khalid (2017) was conducted to encounter the professional commitment of teacher educators who are masters of masters (nation builders) in Punjab. The study was conducted on 320 (120 female and 200 male) teacher educators from population of 540 teacher educators at Govt. Colleges for Elementary Teachers (GCETs). The results demonstrated that older teacher educators were more committed compared to younger educators and teacher educators with higher academic and professional qualifications were more committed compared to less qualified

A recent study by Al-Haroon and Al-Qahtani (2020) explored nurses' levels of organisational commitment and the impact of key sociodemographic variables on this issue. A cross-sectional descriptive quantitative study was conducted in a major public hospital in Saudi Arabia in April and May 2019. A total 337 out of 384 participants responded in this study. The results revealed that most nurses showed a moderate level of commitment to work. Moreover, greater organisational commitment was positively linked to sociodemographic variables such as age and nationality, and age was the only positive predictor of overall organisational.

Meanwhile, related research on teachers' organisational commitment and demographic in the context of educational organisation has also been a rather huge amount lately. Aydin, Sarier, and Uysal (2011) performed a study to investigate the effect of gender on the organisational commitment of teachers based on a meta-analysis of 15 master's and doctoral theses conducted between 2005 and 2009. The effect of gender on organisational commitment is towards the favour of males. Male teachers can adopt organisational norms and values more easily than female teachers.

Nguyen (2013) analysed the relationship between distributed leadership, demographic factors and organisational commitment of teachers in Vietnam. The total number of samples involved were 76 teachers in three secondary schools. It is found that the commitment of teachers was highly related and prone to be affected by team leadership and participative decision-making. Data analysis also showed that, contrary to study results in Western countries, male teachers were found to be more committed to schools than female teachers, while experienced teachers displayed slightly more organisational committed than less experienced teachers. In order to shed light on these disparities, cultural factors such as gender inequality, higher respect and salaries for experienced employees were employed.

Butucha (2013) presented a study on secondary school beginning teachers' perceptions of professional commitment in Ethiopia and determined how their perceptions differed across selected demographic variables in terms of professional commitment. Data was collected using questionnaires from 381 secondary school beginning teachers in the East Shoa and West Arsi areas of Oromiya Regional State, Ethiopia. Scale results showed that background variables; age, gender, and school type have a significant but small impact on the perceptions of the beginning secondary school

teachers' professional commitment. Beginning male teachers in Ethiopia assert a relatively higher level of affective professional commitment, while their perception of normative and continuing professional commitment appears to be neutral. This study also found that teachers in public secondary schools perceived higher normative and continuance professional commitment.

Khan, Khan, Khan, Nawaz, and Yar (2013) came up with a review article exploring the effects of demographic (gender, qualifications, designation, age and marital status) on the organisational commitment (emotional, cost-effective and obligatory) of academicians working in Pakistan public sector universities. In addition, a 'theoretical framework' on the subject, which will then be used as a 'research model' for the forthcoming 'experimental-study' was constructed based on the study. Most importantly, the study recognises that demographics have a substantial impact on organisational commitment.

Rabindarang et al. (2014) conducted a study measuring demographic factors for organisational commitment in technical and vocational education. The quantitative approach used for this study with a total of 362 educators responded to the survey. The findings have shown that there are no significant differences between gender, marital status and educational qualifications on organisational commitment whereas there are significant differences in organisational commitment between age groups.

Dalgic (2014) acknowledged that there is still a significant gap in demographics and other factors that affect the organisational commitment of teachers and carried out a meta-analysis to examine the relationship between gender and the organisational commitment of teachers. A total of 33 studies using the Allen Meyer Organisational Commitment scale, which were undertaken between 2000 and 2014, were used in the

study and the sample consisted of 11,690 teachers (female 6232, male 5458). The effect of gender on the organisational commitment of teachers is in favour of female. In sum, the results point out that gender is not a significant element in determining teacher level of organisational commitment.

Getahun et al. (2016) employed correlation design to explore the extent of organisational commitment and how this could promote or obstruct a range of job satisfaction among teachers in Ethiopian primary schools. A total of 118 teachers were selected from six primary schools using simple random sampling technique. The result showed that there is significant difference between male and female teachers on organisational commitment. Whereas other demographic variables such as age, marital status, level of education and length of teaching service were not a significant determinant of teachers' organisational commitment in the sampled schools. In addition, the researchers suggested that, with regard to the demographic variables, given that some of the findings contradict existing literature, more studies should be undertaken in order to better understand the nature of the relationship between demographic variables for teachers, job satisfaction and organisational commitment in the context of developing countries.

Meanwhile, in the context of higher educational institution, Beri and Beri (2016) explored the professional commitment from the aspect of demographic among teacher educators in Govt. Colleges for Elementary Teacher Institutions in Punjab. Three hundred and twenty teacher educators (200 males and 120 females) were selected by a proportionate random sampling of the population of 540 teachers. Descriptive and inferential statistics, i.e., t-test and ANOVA, were used for data analysis. The results have shown that the commitment to the teaching profession increases with an increase

in experience and the female teachers were more committed than the male teachers. In addition, it was recommended that the social and financial status of male educators be enhanced in order to increase their level of commitment.

Turkmen and Gul (2017) carried out an investigation into the impact of secondary school administrators' servant leadership behaviour on teachers' organisational commitment on the relational screening model, which consisted of 438 samples from the 753 secondary school population. Descriptive statistics such as percent, frequency, arithmetic mean, standard deviation and other statistical techniques such as ANOVA, t-test, and regression analysis were used for the purpose of data analysis. Research findings indicate that teachers' views on organisational commitment do not differ on the basis of gender, marital status or seniority. Teachers' views of school administrators on the servant leadership behaviour do not differ according to their marital status but differ according to their gender and seniority.

Gokyer (2018) performed a study on high school teachers' commitment to school development, colleagues, the teaching profession and sense of duty. The study explored the commitment feelings of high school teachers with respect to age, gender, years in the profession, title, subject area, and workplace. The population of this descriptive survey included 2805 teachers working at 47 high schools in Elazığ during the 2016-2017 school year meanwhile the sample was 461 teachers working in 12 schools selected randomly using stratified sampling. The result showed that there was a moderate, negative and meaningful relationship between teachers' commitment and teachers' age, professional seniority, professional title and marital status. Moreover, there was a high, positive and meaningful relationship between the subdimensions and

the entire scale. There was also a moderate, positive and meaningful relationship between the subdimensions.

Clarence and George (2018) explored the effect of demographic variables on the organisational commitment of the teachers of Catholic colleges in Bangalore. Data were collected from 176 teachers and One-Way ANOVA and t-test were used for data analysis. The study found that married people were more committed than single people and there was no significant difference between the organisational commitment scores of males and females. The findings also revealed that educational qualifications and age also have no significant impact on organisational commitment while the year of service had an impact on the organisational commitment.

Raj and Verma (2018) investigated teaching competence and organisational commitment of high school teachers in government and private sectors. For the selection of the sample, a random sampling technique was used which includes 160 teachers; 80 government school teachers and 80 private school teachers from 20 selected schools. Three independent variables (gender, teaching experience and type of institution) and two dependent variables (Teaching Competence and Organisational Commitment) were taken for the study. The study revealed that male and female schoolteachers have not shown any significant difference in their organisational commitment with respect to their gender. Therefore, they have shown equally higher commitment for their profession. Meanwhile, there are significant differences in the organisational commitment of high school teachers on the basis of their teaching experience and type of institute. In sum, the study claimed that 100% high school teachers have high level of organisational commitment and no teacher have low organisational commitment.

As a conclusion, previous literature shows that the demographic factors play a crucial part in determining organisational commitment. These previous studies have supported the investigation of teachers' organisational commitment and its relationship with the teachers' demographic background. For the purpose of this study, only selected demographic variables such as age, gender and years of service in the current school were chosen to be analysed. Hence, hypotheses 2 is proposed as:

Ho₂: There is no significant difference of organisational commitment among teachers based on their demographic background (gender, age and years of service in the current school).

2.5.9 Measuring Teachers' Organisational Commitment

Originally, the instrument developed by Porter and his colleagues had 15 items (Porter et al., 1974) and was the patriarch of instruments for measuring organisational commitment. It is called the Organisational Commitment Questionnaire (OCQ). Employers concerned in assessing the acceptance of the organisation's objectives by their workers, willingness to work hard for the organisation and wishing to stay with the organisation may find the OCQ beneficial. On the other hand, the Three-Component Organisational Commitment Scale by Meyer and Allen (1991) could be used by managers interested in assessing the rate of affective, continuance and normative commitment of their workers.

However, there are also other prevalent instruments developed by other organisational commitment researchers. One of them by Celep (2000), which was used for this study. The instrument is called the Multi-dimensional Commitment to Educational Organisational - Teacher Questionnaire- which was developed to support

teacher commitment in educational organisations as a multidimensional construct with its four underlying dimensions namely commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group.

2.5.9(a) Justification for using Multi-dimensional Commitment to Educational Organisational - Teacher Questionnaire - (Celep, 2000) as the Instrument for Measuring Teachers' Organisational Commitment

According to Hoy, Tarter, and Kottkamp (1991), the scope of the working conditions includes organisational environmental efficiency, organisational philosophy, ecological ground and organisational details. In the context of teachers, working conditions that they have is influential on their working habits. One factor which is the source of the teachers' perception of working conditions is the attitudes and expectations of the teachers towards the objects in their working environment such as job task, materials, students and school. Therefore, the teachers do the tasks in line with their interaction and concern with these objects (Celep, 2000).

In this study, the four-dimensional and 28-item Multi-dimensional Commitment to Educational Organisational - Teacher Questionnaire- of Celep (2000) was used as an instrument for measuring the organisational commitment of teachers in educational organisations in terms of commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group.

The Celep (2000) Multi-dimensional Commitment to Educational Organisational - Teacher Questionnaire- is considered appropriate to measure the level of teaching commitment, as it offers an opportunity to measure the multiple facets of teaching commitment, such as the four underlying dimensions listed above. This is due

to the fact that teachers may have various forms of commitment linked to the degree of psychological bond or the identification with the focus of commitment. Furthermore, according to Ibrahim et al. (2014), the focus refers to school as an organisation, students, teaching profession, or their classroom teaching related to teacher attitude and behaviour which exist in the Celep's (2000) Multi-dimensional Commitment to Educational Organisational -Teacher Questionnaire-instrument.

2.6 Underpinning Theory

A number of related theories can explain the relationship between the organisational commitment of teachers (dependent variable) and the emotional intelligence of leaders (independent variable) and academic optimism of teachers as mediator variables in an organisation. While several theories have been developed to describe these correlations, one theory that better elaborated the current study is the Social Exchange Theory (SET) as it could clarify the interrelationships under investigation. For example, in explaining the relationship between leaders' emotional intelligence, academic optimism and the commitment of subordinates, the theory of social exchange is considered to be the most appropriate.

2.6.1 Social Exchange Theory

The theory of social exchange originated from work by Thorndike (1932, 1935) on the growth of reinforcement theory and the marginal utility theory by Mill (1923). Modern-day influences have been derived from the work of sociologists including Homans (1950, 1961), Blau (1964), Gouldner (1960), Emerson (1972) and Cook (1987) among others (Ooi, Aminuddin, Soh, & Zoharah, 2017). The theory of social exchange is one of management's most influential conceptual aspects (Cropanzano, Anthony,

Daniels, & Hall, 2017). This theoretical orientation is based on earlier philosophical and psychological orientations originating, from utilitarianism and behaviourism (Cook & Rice, 2003). It is considered one of the most impactful conceptual concepts to explain attitudes in the workplace (Cropanzano & Mitchell, 2005).

Social exchange theory is not a single theory but is better described as a family of conceptual models (Cropanzano & Mitchell, 2005). All social exchange theories possess a number of common characteristics and view the social life as a set of sequential transactions between two or more parties (Mitchell, Cropanzano, & Quisenberry, 2012). For instance, most current models of organisational behaviour share some common elements: (a) the initial treatment of an actor towards a target person, (b) a target's reciprocal responses (both attitudinal and behavioural) to the action, and (c) relationship formation although there are many variants of social exchange (Cropanzano et al., 2017).

Homans (1961) defined social exchange “as the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons” while Blau (1964) refers social exchange as “voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others”. Resources are shared through a reciprocity mechanism, whereby one party tries to repay another party's good (or sometimes bad) actions (Gergen, 1969; Gouldner, 1960). The quality of these exchanges is sometimes influence by the actor-target relationship (Blau, 1964). Economic exchanges appear to be *quid pro quo* (a favour granted in return for something), involving less trust and more active monitoring, while social exchanges tend to be transparent and require greater trust and flexibility (Organ, 1988; 1990).

While different perspectives of social exchange have arisen, scholars believe that a set of experiences that generate commitments include social exchange (Emerson, 1976). Such experiences are generally seen within the theory of social exchange as interdependent and reliant on the actions of another person (Blau, 1964). The theory of social exchange also highlights that these interdependent interactions have the potential to generate high-quality relationships, although this will only happen under certain cases (Cropanzano & Mitchell, 2005). Interdependence, which involves mutual and complementary arrangements, is considered a defining characteristic of social exchange (Molm, 1994), especially the reciprocal interdependence which emphasises contingent interpersonal transactions, whereby an action by one party leads to a response by another. When an individual provides a reward, the recipient shall react in kind (Gergen, 1969). The decisions of one party are dependent on the actions of the other, and for this reason interdependence lowers the risk and promotes collaboration (Molm, 1994).

The theory of social exchange provides two empirical criteria for determining a given result. The first criterion deals with subjective happiness that makes a participant know just how happy or sad an interpersonal outcome is. Thibaut and Kelley call it the 'comparison level'. Comparison Level (CL) of an individual is the level above which an outcome appears attractive (Thibaut & Kelley, 1959). Satisfaction relies on expectation, which is influenced by previous experience, especially recent past gripping incidents.

Within recent management research, the component of social exchange theory has gained by far the most interest in workplace relationships research (Shore, Tetrick, & Barksdale, 1999; Shore, Tetrick, Taylor, Coyle-Shapiro, Liden, & McLean-Parks, 2004 in Cropanzano & Mitchell, 2005). This concept of the theory of social exchange

specifically states that several antecedents in the workplace contribute to interpersonal interactions, referred to as 'social exchange relationships' (Cropanzano, Byrne, Bobocel, & Rupp, 2001). Relationships in social exchange grow when employers "take care of employees" which has beneficial outcomes. Hence, the relationship of social exchange is a mediator or factor of intervention: Beneficial and equal transactions build strong relationships, and these relationships generate efficient work activity and optimistic employee behaviours.

According to Cook and Rice (2003), the cycle of social exchange starts when an organisational actor or perpetrator, generally a team leader or coworker, treats a target individual positively or negatively (Eisenberger, Lynch, Aselage, & Rohdieck, 2004; Farrell & Rusbult, 1981; Rusbult, Farrell, Rogers, & Mainous, 1988; McLean Parks, 1997). Such initial actions are referred to as 'initiation action'. Positive initiation actions may include activities such as providing organisational support (Riggle, Edmondson, & Hansen, 2009) or justice (Cropanzano & Rupp, 2008). By comparison, negative initiating acts may require abusive monitoring (Tepper, Car, Breaux, Geider, Hu, & Hua, 2009), incivility (Andersson & Pearson, 1999; Pearson, Andersson, & Porath, 2005), or bullying (Lewis, 1999; 2004; Rayner & Keashly, 2005). In reaction to the initiating action, the recipient, often a subordinate or co-worker, may then choose to reciprocate this treatment with his or her own good or bad behaviour (Eisenberger, Cotterell & Marvel, 1987; Gergen, 1969; Gouldner, 1960). Therefore, such actions called 'reciprocating responses'. Social exchange theory predicts that, targets will tend to respond in kind in reaction to positive initiating actions by participating in more positive reciprocating responses and or less negative reciprocating reactions. These reactions can be organised broadly into two types, namely relational responses and behavioural responses. It's clear that one type always triggers the other. In another

sense, a series of effective reciprocal exchanges will turn an economic exchange relationship into a relationship of a high-quality social exchange.

People can thus become affectively involved with organisations (Meyer, 1997; Meyer et al., 2002), more trusting (Konovsky & Pugh, 1994), and more. When subordinates are treated poorly, too little attention was given to relationship formation (or its absence). A positive social exchange relationship would probably be less likely to evolve (Schyns & Schilling, 2013). As individuals are less likely to find close and open-ended interactions with those who offend them, it is also possible that the resulting exchange could be economic. In either case, the quality of the relationship would be weak, since mutually beneficial interchanges would be less likely to occur when people act in harm (Cook & Rice, 2003).

Meanwhile, recent writing by Cropanzano et al. (2017) in their publication on *'Social Exchange Theory: A Critical Review with Theoretical Remedies'* discussed on social exchange theory as it exists today and identify four critical issues within the social exchange paradigm that warrant additional consideration. The four concerns were (1) overlapping constructs that need to be more clearly distinguished; (2) insufficient appreciation to the positive or negative hedonic value of these various constructs; (3) an assumption of bipolarity, which treats negative constructs (e.i., abuse) as the absence of positive constructs (e.i., support); and, following from the prior three issues, (4) theoretically imprecise behavioural prediction. They suggested an additional dimension—activity and explained how conceptualising social exchange within a two-dimensional space, while giving equal consideration to both hedonic value and activity.

Conclusively, the theory of social exchange explains that human relations and social interactions are embedded in the process of exchange where reciprocity has been most often used in the situation. As social exchange theory is one of the most prominent conceptual ideologies in the organisation, it is therefore very much relevant to the workplace. This is due to the fact that, social exchange theory greatly improves the quality of work life by providing social support among work peer friends in ways that reduce anxiety or stress and strengthen teamwork. In the context of present study, the focus is on the relationship between employers and employees, who are leaders (principals) and teachers, where the emotional intelligence of leaders tend to create a positive environment for school teachers that influence the characteristics of teachers and enhance their organisational commitment.

2.7 Related Research

2.7.1 Review of Previous Findings on Leaders' Emotional Intelligence

Due to differences in meanings, different models of emotional intelligence have resulted in the creation of different instruments for assessing the construct. While some of these indicators may overlap, most researchers accept that they use slightly different constructs, such as leadership (Ugoani, 2016).

Research on EI is focused on establishing EI as a distinct and independent intelligence, its relationship with job performance and on how EI influences effective leadership. However, the relationship of EI with performance is often contradictory with one research concluding a strong significant relationship, while the other finding showing a weak relationship and the same trend is reflected for EI's effect on leadership effectiveness.

Goleman (1998b) analysed the competency models developed by psychologists in 188 large and global organisations. He measured the ratio of technical competence, Intelligence Quotient and EQ as contributing factors to outstanding performance and found that “EI appeared twice as important for employment at all levels as others”. He also addressed the role of five components of IE (self-awareness, self-regulation, motivation, empathy and social skills) in leadership performance.

Barling, Slater, and Kelloway (2000) studied the EI-Transformational leadership relationship in managers using self-reporting measures of EI and attributional style. The ratings on leaders’ transformational leadership were provided by their subordinates. They found that EI is correlated with three transformational leadership dimensions, i.e., idealised influence, inspirational motivation and individualised consideration. But no relationship was found between EI and transactional leadership and EI and laissez-faire style.

In her paper, George (2000) proposed that feelings (moods and emotions) play a main role in the process of leadership. She suggested that emotional intelligence, the ability to comprehend and manage moods and emotions within oneself and others, contribute to effective leadership in organisations with four significant emotional intelligence aspects. She also suggested how emotional intelligence leads to competent leadership by reflecting on five key elements of performance in leadership.

Cavallo and Brienza (2001) conducted a study involving 358 managers and approximately 1,400 workers in offices around the globe with the goal of defining the competencies that make a difference between high and average performances. They observed that managers with higher 'emotional intelligence' were the best-performing leaders compared to those with weak EQ.

Palmer, Walls, Burgess, and Stough (2001) in their study examined the relationship between EI and transformational leadership and observed that the ability to monitor and manage emotions in oneself as well as in others are significantly associated with inspirational motivation and individualised consideration dimensions of transformational leadership.

Gardner and Stough (2002) in their study proved that the five components of Swinburne University Emotional Intelligence Test (SUEIT) (emotional recognition and expression, emotions direct cognition, understanding of emotions external, emotional management and emotional control) are positively correlated with four components of transformational leadership. Strong correlation between transformational leadership and total EI scores was found and the strongest correlation between individualised consideration and understanding of emotions was observed.

Sivanathan and Fekken (2002) assessed the relationship of EI and moral reasoning of university residence staff (as leaders) with their leadership style and effectiveness. It was found that their subordinates considered emotionally intelligent leaders to be transformational in their leadership style, and that they were also more efficient. However, moral reasoning was related with effectiveness rather than EI.

In their article, Wong and Law (2002) developed a compact EQ measure which can be implemented to management and leadership research. In addition, the EQ's effects on performance and satisfaction by the leader and follower were investigated. The study found that the emotional intelligence of the leaders had an impact on the reimbursement and additional behaviour and attitude of the followers. However, the study did not report any link between the EQ of the leaders and subordinate job performance.

Trabun (2002) in his doctoral research studied the association between EI and leadership performance of 104 male and female US Naval Academy (USNA) midshipmen. A number of significant relationships have been established between the EIQ scores and the leadership performance. However, the study recommended that the EI abilities which formed the basis of this investigation represent an elementary framework which should guide effective leadership.

In a South African parastatal organisation, Hayward (2005) investigated the relationship between employee performance, leadership, and EI. The reports differed as per two specific statistical techniques. With linear regression analysis, a significant relationship between employee performance and emotionally intelligent transactional leader emerged but no significant relationship was established between EI and emotionally intelligent transformational leader. Simple correlation analysis revealed a weak linear relationship between EI and transactional leadership and a strong relationship between EI and transformational leadership.

Bradberry and Su (2006) analysed leaders' EI to establish the relationship between leaders' EI and their performance at work. They used two measures of EI- one skill based, i.e., Emotional Intelligence Appraisal (EIA) and other ability based, i.e., MSCEIT. The study was conducted on 212 employees in three organisations; a homebuilder, a telecom company and an irrigation system manufacturing company. The findings indicated that scores on EIA and MSCEIT were positively but not significantly related with each other. Leaders' EI scores on MSCEIT were not significantly related to their job performance whereas EI scores on EIA were found to be strongly associated with performance. EI's relationship management dimension emerged as a stronger predictor of leader job performance compared with other components. Meanwhile,

social awareness was the only EI dimension that had no association with leadership performance.

Kerr, Garvin, Heaton, and Boyle (2006) studied relationship between EI of managers and their leadership effectiveness measured through subordinate ratings. Employing MSCEIT for measuring EI, the study found that half of the MSCEIT scores strongly predicted leadership effectiveness especially the branches in experiential EI domain but relationship between reasoning EI domain and subordinate ratings was insignificant.

Modassir and Singh (2008) examined the relationship between EI and manager's transformational leadership and Organisational Commitment Behaviour (OCB) of followers in different industries in Goa and Daman, India. The study found no significant relationship between subordinates' perception of their leader as transformational and their OCB. EI was observed to be associated with conscientiousness and altruism. However, there was no significant relationship between EI and transformational leadership.

Zafra, Retamero, and Landa (2008) in their study claimed that emotionally intelligent individuals are having a more chance to arise as leaders in a group because their leadership style is largely transformational in nature. They further cited that for effective leadership, EI and transformational leadership style go together as one and would be meaningless without the other.

Ruestow (2008) conducted an exploratory mixed methodology study to examine the effect of a leader's level of emotional intelligence in a state government human services organisation on follower job satisfaction and organisational commitment. The purpose of the study was to determine whether the leader's level of emotional

intelligence influences the job satisfaction and organisational commitment of followers and do the followers of leaders with higher emotional intelligence have higher levels of job satisfaction and organisational commitment. The results of the study demonstrated a statistically significant relationship between a leader's level of emotional intelligence and his or her followers' levels of job satisfaction. The significant finding demonstrated the importance of how a leader's emotional intelligence influences aspects of follower behaviour.

Rathi and Rastogi (2009) conducted a study to explore the relationship among Emotional Intelligence (EI), occupational self-efficacy and organisational commitment. Data were collected from 120 employees working in various organisations in India and findings showed a positive and significant correlation between EI and occupational self-efficacy, whereas a positive relationship but not significant between EI and organisational commitment. Moreover, a low positive association is found between occupational self-efficacy and organisational commitment. The research implies that EI and occupational self-efficacy are related to a variety of organisationally desirable outcomes. The researchers suggested an understanding of the levels of EI and occupational self-efficacy will be helpful in taking suitable steps (such as conducting training programmes) to enhance these competencies among the employees.

Rangriz and Mehrabi (2010) probed the association between EI, OC and performance of employees at Iranian Red Crescent Societies (IRCS) and whether managers' EI had an impact on employees' OC and performance. The findings indicated a significant correlation between employees' EI and OC and their performance. However, no impact of managers' EI on employees' commitment and performance was

observed. Also, based on gender, no significant difference was found between EI, OC and performance.

Bratton, Dodd, and Brown (2011) examined the impact of the elements of the EQ on self-agreement and leadership performance. The study sample comprises of 146 managers and 1,314 employees working in a large international technology company in North America. The results indicate that the relationship between EQ and leader performance is most reliable for managers who underestimate their leadership skills. Moreover, there appears to be a negative correlation between the EQ and the leadership performance of managers who exaggerate their leadership capabilities.

Tsai, Chuang, Ling, and Tsai (2011) performed a quantitative method of research using a structural equation model on the emotional intelligence and leadership style, self-efficacy and organisational commitment of employees in the banking industry in Taiwan. The sample of the study involved a total of 251 employees. The study found that the emotional intelligence of a supervisor has a significant positive influence on his or her personal style of leadership. A supervisor with high emotional intelligence is capable of performing excellent leading skills to enhance employees' self-efficacy, resulting in a significant positive influence on organisational commitment by employees. Empirically, the research suggested that a supervisor's emotional intelligence plays a mediating role in the relationship between a supervisor's leadership style and employee self-efficacy.

Olakitan (2014) also inspected the effect of emotional intelligence on the perceived effectiveness of the leader. The study was administered in a purposeful sample of 232 respondents from an organisation in Lagos City. The most significant research findings have been that leadership is a critical factor in the success or failure

of the organisation. The analysis demonstrated a positive relationship between EQ and perceived leadership efficiency and outcomes. In addition, the study suggested that leaders who use EQ to establish well-built relationships are also doing well in their work.

Al-Zubi (2015) investigated the effect of emotional intelligence on the leadership competencies development of worker within Jordanian industrial companies listed at the Amman Stock Exchange. The population of the study are the employees in these companies and a total of 154 questionnaires administered to the selected respondent via a simple random sampling technique. The results have shown that there is a significant positive impact of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skill) on leadership competencies development and motivation is the most influential dimensions of emotional intelligence.

Poornima and Sujatha (2020) assessed the middle-level managers in life insurance corporations' EI and its relationship with leadership effectiveness at Chittoor District, India. The objective of this study was to assess the behaviour in accordance with EI and Leadership Effectiveness and to determine whether there were multiple dimensions of confidence, and whether OCB predicts both EI and Leadership Effectiveness. Independent variable, emotional intelligence was assessed on a self-reported EI scale suggested by Wong and Law (2002). The non-experimental, quantitative analysis method used by the Macro SAS Model was used to test the hypothesis and the results showed partial mediation in the case of trust and mediating factors for OCB.

Alam (2020) conducted a research study to find out the role of a leader's EI on employee retention, personal development and organisational commitment in insurance sectors in Pakistan. A survey method was employed to gather data from managers and employees in the five insurance sectors through a questionnaire using simple random sampling. A total of 206 questionnaires out of 220 were considered for data analysis which was carried out by using Partial Least Square (PLS) 3.27. Findings indicate that a leader's emotional intelligence plays a positive role in employee behaviour, and employee motivation improve the relationship between a leader's emotional intelligence and employee behaviour.

In her master thesis, Kaur (2020) focused at a clear mechanism to explain how leaders facilitate multiple sub processes at the individual, team and organisational levels by implementing Goleman's (1998) mixed EI model. The short versions of the Emotional Competency Inventory (ECI V.2) and the Strategic Learning Assessment Map (SLAM) questionnaire instruments were used to measure EI of leaders and Organisational Learning (OL), respectively. The study makes significant contributions to research in the field of EI and OL, as well as to the practice-based application of leadership development.

Similarly, there has been a relatively large number of related research on the emotional intelligence of educational leaders so far, regardless of the type of institution.

Wong, Wong, and Peng (2010) examined the impact of school middle-level leaders' (senior teachers with official leadership roles) EI on teachers' job satisfaction in Hong Kong. Two studies were conducted - in study one, 107 teachers were inquired about the characteristics of middle level leaders and it was concluded that majority of teachers supported the importance of EI of school middle level leaders towards the

success of schools. In study two, 3866 teachers and middle level leaders were surveyed and findings revealed a significant impact of middle level leaders' EI on teachers' job satisfaction.

Meanwhile, Mir and Abbasi (2012) also found that EI is at the root of transformational leadership behaviour and all the components of EI are significantly related to transformational leadership in higher education sector in Pakistan. They established that self-awareness and motivation emerged the strongest predictors of transformational leadership.

Norshidah (2012) conducted a research to identify whether leadership behaviour and EI influence augment OC among academic staff at a higher learning institution such as Universiti of Teknologi MARA (UiTM). The results supported a positive but moderate correlation between EI, leadership behaviour and OC. The statistics proved the strongest and exceptional contribution of transactional leadership to explain OC and confirmed EI and leadership behaviour as the impending antecedents of OC.

In a doctoral dissertation presented by McQuade (2013), the researcher investigated the connections between the social intelligence of principal and the continuous improvement of teachers using a mixed methodology sequential explanatory analysis approach with four phases using both quantitative and qualitative measures. A total of 127 principals and 331 teachers participated in the study. Overall, the findings showed that both principals and teachers regard social intelligence as essential to the development of leadership and teachers' improvement. Future research guidelines recommended further analysis of social intelligence and other potential linkages to such as gender and personality trait-related motivation to broaden the leadership ability of leaders.

Mak (2014) studied the association between emotional intelligence and high school principal's performance. Participants in this research included five Principals who were Illinois High School Principal of the Year Award winners of IPA (Illinois Principal Association). The participants completed the Emotional Intelligence Appraisal and took part in a 60-minute interview. The results of the study discovered a relationship between the emotional intelligence of high school principals and their achievement as leaders. Self-management was identified as strength whereas social awareness was a weakness - even for a group that was recognised as successful leaders by their peers.

Saleem et al. (2017) from Pakistan conducted a research to study relationship between principals' leadership styles (PLS) and teachers' organisational commitment with moderating role of emotional intelligence (EI) and perceived organisational support (POS). A number of 50 principals and 300 teachers were selected as the sample of the study. It was found that democratic leadership style was dominant in the leadership style of the principals. A significant relation was found between leadership style and organisational commitment. It was concluded that emotional intelligence and organisational support significantly moderate relationship between leadership style and organisational commitment. It was also declared that there was significant difference in the responses of teachers regarding organisational commitment and organisational support. Private school teachers were more committed to teaching and public school teachers were more committed to institution and profession.

In a study, Mason (2018) performed a research on school leaders' practices and the role of emotional intelligence in their work in establishing a school culture. Qualitative methods were used to gain an understanding into the events, processes and

structures encountered by school leaders as they implemented leadership practices. Four school leaders participated in semi-structured face-to-face interviews. Teachers who worked with each principal of the school also took part in focus group interviews. Results from the research provided useful perspective regarding the preparation and training of educational leaders.

Sayir (2018) examined the relationships between the school principals' emotional intelligence abilities and the teachers' organisational commitment based on teachers' views. The research is a qualitative study involving a sample of 36 teachers working in 15 Tokat province center and district of Zile secondary schools in Turkey (2016–2017). In the research, six open-ended questions were directed to teachers about their school principals' emotional intelligence skills and teachers' organisational commitment. The opinions of teachers on organisational commitment were found to be positive and grouped under the themes of relation to other teachers, occupational thoughts, views on occupational affairs, and opinions on school. Moreover, most teachers stated that school principal employ emotional intelligence competencies, and this positively affected teachers' organisational commitment.

Leornard and Green (2018) examined the relationships between and among the school leader behaviours, leader emotional intelligence and teacher efficacy. The results showed that leader behaviours were found to be inversely correlated to general teaching efficacy but that leadership behaviours and leader emotional intelligence were positively correlated. Also, leader emotional intelligence was found to be positively correlated (though weakly or moderately) to general teaching efficacy, and or personal teacher efficacy.

Blaik Hourani, Litz, and Parkman (2020) conducted a qualitative exploratory study focusing on the emotional intelligence attributes of public school leaders in Abu Dhabi, United Arab Emirates. Research questions endorsed by emotional intelligence school leaders have five dimensions: (a) self-awareness; (b) managing emotion; (c) motivation; (d) empathy; and (e) social skills. In addition, the study focused on how school leaders and managers use of their emotional intelligence attributes professionally. For the purpose of this study, interactive and participatory data collection in the form of semi-structured interviews were used with various categories of school leaders and managers as well as thematic data analysis was conducted to reveal Abu Dhabi school leaders' exposure and use of emotional intelligence attributes within their professional roles and responsibilities. The results suggested the need for school leaders and managers to utilise and nurture their professional emotional intelligence attributes, as many job constraints and challenges call for the demonstration of essential emotional intelligence skills and traits.

Lubguban (2020) carried out a research study to assess the leadership skills and emotional competencies of female school administrators at public and private schools in Siquijor, Central Visayas, Philippines. The investigation sheds light on the level of leadership skills in management, supervision, versatility, ongoing learning and communication, and community relations as well as measures the five dimensions of interpersonal skills that are self-awareness, self-regulation, motivation, empathy and social skills. The analysis was carried during the 2016-2017 school year with fifty-seven (57) female school heads and administrators. Correlation methods were used for this analysis and the data revealed that female school administrators are experienced and have a high level of competence to fulfill their leadership roles and responsibilities.

However, the organisational capabilities and interpersonal competencies of women managers are not significantly related.

2.7.2 Review of Previous Findings on Teachers' Academic Optimism

There is a lack of studies related to teachers' academic optimism as a variable. This is due the fact that most of the researchers prefer to focus on the teacher sense of self- efficacy which is one of the dimensions of this variable and mutually interrelated. Therefore, in addition to teachers'academic optimism, the following literature review will also highlight related studies on teacher sense of self- efficacy which is related teachers' academic optimism as well as to the present study.

Kurz (2006) conducted research to assess the relationship between academic optimism and commitment to the profession among teachers. The research consisted of teachers in third and fourth grades in Ohio. Research included an examination of teacher factors (years of experience, certification or licensing status, and degree) and student factors (socioeconomic status, minority background, and identified status) related to a sense of academic optimism among teachers. The research results show that academic optimism is positive in relation to the socioeconomic status of students, but the experience of teachers and the factors of expertise are not related to the sense of academic optimism of teachers. In short, exploratory analyses have shown that positive teacher beliefs are related to the commitment of teachers to the profession. The results of the study offered numerous implications for theory, practice, and future research.

The first study to confirm the construct of teacher academic optimism was an analysis conducted by Woolfolk Hoy, Davis, and Pape (2007). In this study of a cross section of elementary school teachers in Ohio, the researchers found that teacher

efficacy, teacher trust in students and parents, and teacher academic emphasis forms the single, second-order construct of teacher academic optimism. Woolfolk Hoy et al. (2008) also established associations between teacher academic optimism and humanistic classroom behaviours, student-centered teaching beliefs, citizenship behaviours, and dispositional optimism. All of these factors demonstrated a significant relationship even when controlling for student socioeconomic status. In fact, all four of these variables combined together with socioeconomic status to explain a large portion of the variance in teacher academic optimism. The study also found that the years of experience of a teacher and the highest degree attained had little relationship with teacher academic optimism.

Mascall et al. (2008) conducted a study examining the relationship between four distributed patterns of leadership and a modified version of academic optimism for teachers. The respondents were 1,640 primary and secondary teachers in district of Ontario. The study revealed that high levels of teachers' academic optimism were positively and significantly correlated with planned approaches to the distribution of leadership, and conversely, low levels of teachers' academic optimism were linked negatively and significantly with unplanned and unaligned approaches to leaders.

Duckworth, Quinn, and Seligman Martin (2009) performed an academic optimism longitudinal analysis on novice teachers (N=390) employed in public schools. The teachers completed measures of optimistic explanatory style, grit, and life satisfaction prior to the school year. It is found that the effectiveness of teachers was measured in terms of students' academic improvements at the end of the school year.

Chang (2011) explored the relationships between distributed leadership, teachers' academic optimism and student achievement in learning. The study focused on public elementary schools in Taiwan and implemented stratified random sampling to assess 1,500 teachers on a self-reporting scale. In addition to descriptive statistics and variance analysis to examine teacher perceptions, this research employed structural equation modelling (SEM) to further analyse the relationship between distributed leadership, academic optimism and student achievement. The results portrayed that the distributed leadership not only had a positive impact on teachers' academic optimism, but also had an indirect impact on student achievement. In addition, teachers' academic optimism also had a positive impact on student achievement.

Wagner and Dipaola (2011) performed a research study on academic optimism of high school teachers and its relationship to organisational citizenship behaviours and student. Participants in this study were full-time teacher guidance counselors, and other full-time professional instructional faculty from 36 public high schools in Virginia serving Grades 9–12. The three dimensions of academic optimism were shown to correlate significantly with student achievement even when controlling for student family background. The findings of this study also confirmed that academic optimism and organisational citizenship behaviour in schools are strongly correlated. In addition, the results also indicated that assessing teachers' beliefs and perceptions of themselves, their colleagues, and their schools can provide valuable insights into the school's collective belief in instruction, learning, and student achievement, and help principals enhance the quality of school's learning contexts.

Mogharia, Lavasani, Bagherian, and Afsharid (2011) examined the relationship between teacher perceptions of academic optimism and academic achievement in English language course based on the role of English language self-efficacy as mediator. A number of 741 students were selected through multiple cluster sampling (454 female and 287 male). Results indicated that, of two factors in teacher academic optimism perception, only academic emphasis and the trust of teachers in parents and students had a direct and positive impact on the self-efficacy of English language. The perception of academic emphasis or trust and the perception of teacher self-efficacy have also had an indirect positive effect on English language achievement through student self-efficacy. This study confirmed the mediating role of student self-efficacy in the relationship between optimism factors and English language achievement.

Malloy (2012) conducted a study that explored the distributed leadership patterns and their correlation with academic optimism. He also looked at the effect of teacher academic optimism has on student performance. Through examining 2122 teachers in 113 schools in southern central Ontario, he found that planfully aligned leadership had a positive correlation to teachervacademic optimism. But, there was no significant correlation between academic optimism and student achievement. Additionally, there was a significant correlation between academic press and student achievement in language and math. The study revealed that planfully aligned distributed leadership mediated by academic press, and had a significant impact on student achievement.

Ngidi (2012) further bolstered the credibility of the concept of teacher academic optimism by confirming its existence in a sample of teachers in a country outside of the United States of America. The sample was made up of teachers from across the country

of South Africa. Ngidi (2012) discovered significant relationship between academic optimism of teachers and student-centered teaching, citizenship behaviour, dispositional optimism, and teacher experience. Findings also showed humanistic classroom beliefs were not associated with teacher academic optimism which is contrary to Woolfolk Hoy et al.'s (2008) findings.

Butucha (2013) investigated Ethiopia's secondary school beginning teachers' perceptions of self-efficacy. A number of 381 secondary school beginning teachers were chosen as respondents. Results revealed that beginning teachers in Ethiopia report average self-efficacy levels, efficacy in student engagement, instructional methods, classroom management and overall effectiveness. Nevertheless, beginning female teachers and those working in public schools appear to have less self-efficacy.

Kilinc (2013) examined the association between teachers' academic optimism and school climate. The research sample comprised of 302 teachers in Kastamonu, Turkey elementary schools. Findings showed that the academic optimism of teachers was positively and significantly linked to the climate of supportive, directive and intimate in schools and that intimacy was the only significant predictor of teacher sense of academic optimism. Results of the study have supported the idea that the school climate is an important factor for recognising and explaining academic optimism of teachers.

A qualitative method study was conducted by Donovan (2014) to determine the influence of academically optimistic teachers on their academic optimism. Four elementary and middle school teachers, described as academically optimistic participated in the interviews. In order to support teacher academic optimism, the findings recommended that teachers should be knowledgeable about, and employ,

several different practices and hold numerous beliefs to adapt and meet different situations. The result is aligned with learned optimism, which is a theoretical basis for academic optimism among teachers. Most importantly, on the basis of the findings, precise suggestions are proposed for the development of certain beliefs and practices in teachers to promote academic optimism.

Chesnut and Berley (2015) conducted a meta-analysis research on the effects of preservice and inservice teachers' self-efficacy beliefs on commitment to the teaching profession. In contrast to previous studies on self-efficacy and commitment, this study critically examines the effects identified in the literature and highlights important theoretical and methodological concerns. A total of 33 qualified studies, including 16,122 pre-service and in-service teachers, were included in the final analysis. Results indicate that pre-service and in-service teaching beliefs influence their commitment to the teaching profession. Even so, these effects differ considerably on the conceptual accuracy of the of the self-efficacy measure and the origin of the data. Conceptually accurate self-efficacy measures have resulted in significantly higher effect sizes. In addition, the specificity of questionnaire items and the conceptual accuracy of self-efficacy measure positively predicted the relationship between self-efficacy and commitment to teaching. The implications for self-efficacy measurement and interpretation of pre-service and in-service teacher self-efficacy beliefs are addressed.

Anwar (2016) carried out a study examining the relationship between academic optimism of teachers and school climate, dispositional optimism, job satisfaction and commitment among primary school teachers. In addition, the mediating role of teachers' academic optimism in the relationship between the school climate and dispositional optimism and job satisfaction and teacher commitment were also examined.

Questionnaire were administered to a purposive sample of 443 female primary school teachers working in Model Schools of Islamabad located in urban area of Islamabad. Two models were tested using Structural Equation Modelling (SEM). Findings from Model 1 showed that the understanding of school climate by teachers and dispositional optimism had a significant positive influence on job satisfaction, and the commitment of teachers. The findings also revealed that academic optimism of teachers mediated the relationship between teachers' perception of school climate and job satisfaction, while it does not mediate the relationship between teacher perception of school climate and teacher commitment. In model 2, dimensions of teacher academic optimism (i.e., teacher trust in parents and students, self-efficacy, and academic emphasis) were used to test the mediation model. Teacher trust in parents and students and teacher self-efficacy mediated the relationship between 'relationships' and job satisfaction and teacher commitment. The relationship between 'support' and job satisfaction and teacher commitment was also influenced by teacher trust in parents and students and self-efficacy. The relationship between dispositional optimism and job satisfaction and teacher commitment was also mediated by the self-efficacy and trust in parents and students.

Srivastava and Dhar (2016) analysed the impact of authentic leadership on teachers' academic optimism through the mediating role of affective commitment. As this study also examines the moderating role of training comprehensiveness in strengthening the relation between academic optimism and affective commitment of teachers. Data were collected from school teachers and their immediate principal and further analysed through confirmatory factor analysis and hierarchical regression analysis. Findings showed that affective commitment partially mediated the link between authentic leadership and teachers' academic optimism and training

comprehensiveness moderated the linkage between academic optimism and affective commitment of teachers significantly.

Meanwhile, Wu and Lin (2017) conducted a research study to empirically test the relationship between individual teacher academic optimism and collective school academic optimism by using hierarchical linear modelling. Data from 1073 teachers in 102 schools in Taiwan, resulted that around 10% of variance in teacher academic optimism came from school level, and that school academic optimism explained nearly all of the between-school variance as it overpowered a number of school contextual variables, such as percentage of minority students and student achievement, in predicting variation in teacher academic optimism.

Perelli (2018) conducted a research to investigate the relationship between principal support and academic optimism among teachers. The conceptual framework leading this study indicated that the current relationship between the dimensions of academic optimism in teachers could be linked to the principal support. Extant data from high school teachers in urban settings offered quantitative data analysis for the four principal support forms (emotional, instrumental, informational and appraisal) and whether they could predict the dimensions of teacher academic optimism (teacher self-efficacy, teacher trust in parents and students, and teacher academic emphasis) or academic optimism itself.

Kulophas et al. (2018) in their research study, developed and validated a theoretical model of authentic leadership effects on teacher academic optimism and work engagement. The study employed a quantitative cross-sectional survey design. Data were gathered from 605 teachers in a nationally representative sample of 182 primary schools and analysed using confirmatory factor analysis and structural equation

modeling. The findings showed that the model of authentic leadership effects on teachers' academic optimism and work engagement was validated. Results also indicated that there has been a moderate relationship between the authentic leadership and the dependent measures of teacher attitudes. In addition, the study has identified a potentially significant absence of alignment between the values and actions or decisions of the school principals in Thailand.

Fejová and Uhláriková (2018) performed a study on teachers' academic optimism (teacher's self-efficacy, trust to students and parents and academic emphasis), hope and zest for work and their contribution to pupils' achievement. The research sample consisted of 145 teachers and their classes in primary schools. The instrument employed for the study were Teacher Academic Optimism Scale (Hoy et al., 2006), The Hope Scale (Snyder et al., 1991), a Zest for work scale (Sezgin & Erdogan, 2015) and pupils great point average (GPA). Results indicated that teachers' academic optimism, hope and zest for work of teachers explained 30% variance in student achievement, with the most significant predictors of teacher self-efficiency and trust in students and parents. Hope and zest for work have not been shown to be significant predictors of achievement in primary school students. The researchers concluded that the teacher is convinced that he will be able to overcome obstacles, achieve goals and create new constructive strategies, as well as a confidential relationship between the teacher- pupils and the parent-teacher has the potential to lead students to higher educational achievement.

In Taiwan, Feng and Chen (2019) examined teacher perceptions of principals' social justice leadership and their effect on teachers' academic optimism along with the moderating effects of teachers' gender, position, and school size. This study applied a

multidimensional framework to examine social justice leadership in a sample of 1,470 elementary and secondary school teachers. The results show that teachers perceive principals' social justice leadership to a great standard. Next, teachers' perceptions of social justice leadership vary considerably depending on gender, position, and school size. In addition, results also show that social justice leadership positively relates to teachers' academic optimism and, finally gender has a moderating effect on the relationship of social justice leadership and teachers' academic optimism, which suggests that the practice of principals' social justice leadership is influenced, at least to some extent, by an inherent culture.

2.7.3 Review of Previous Findings on Teachers' Organisational Commitment

In his research, Park (2005) explored the impact of teacher commitment on student achievement. Three teacher commitment dimensions of organisational, professional, and student commitment were derived. The results suggested that in schools there were the greater portions of teacher commitment and variances in student achievement. The individual and organisational variables had varying influences on each dimension of teacher commitment. Finally, while teacher commitment effects on student achievement were differentially found depending on teacher commitment dimensions at the individual level, there was no evidence to support significant impacts of teacher commitment on student achievement at the organisational level.

Meanwhile, Chan et al. (2008) examined the predictive and mediation model of teacher commitment. Teacher efficacy and sense of identification with school are hypothesised to mediate the relations of an individual antecedent (teaching experience) and two organisational antecedents (perceived organisational politics and reflective dialogue) to teacher commitment. It was found that perceived organisational politics

were negatively linked to teacher commitment, while reflective dialogue and teaching experience were positively related. Teacher effectiveness and sense of identification with school have been found to fully mediate the relationships between the three antecedents and teacher commitment.

Coban and Dermitas (2011) examined the relationship between school academic optimism and teachers' organisational commitment. They also explored whether there are any gaps in teacher views about organisational commitments and academic optimism of their schools in terms of gender, branch, school type, seniority, number of teachers in school and number of students in school. A number of 671 teachers from 32 public elementary and secondary schools participated in the study. Findings showed that the perceptions of male teachers about academic optimism of their schools are higher than those of female teachers. In addition, male teachers feel more dependent to their organisations. Primary school teachers have higher self-efficacy beliefs than branch teachers and high school teachers at the subdimensions' level of academic optimism. But, high school teachers trust their students and parents more than teachers of primary school. Teachers who have served school for over 21 years have more trust in their students and parents, and these teachers' organisational commitment is higher than the others. Finally, the finding of the study also discovered a moderate relationship between academic optimism and organisational commitment.

Raman, Ling, and Rozalina (2015b) conducted a study to identify the relationship between school climate and teachers' commitment focused on five excellent schools in the district of Kubang Pasu, Kedah. Number of teachers in the five schools was 280 but only 178 teachers were randomly selected to be the respondents. The respondents were asked to complete two sets of questionnaires that are

Organisational Climate Index (OCI) from Hoy et al. (2002) to examine school climate while Teachers Organisational Commitment from Celep (2000) to test teachers' commitment. Result showed that school climate has relationship with teachers' commitment. Dimensions such as collaborative leadership, teachers' professional behaviour; and working pressure have positive significant relationship with teachers' commitment whereas institutional transparency dimension has no relationship with teachers' commitment. The study professional behavior of teachers was seen as a determining factor in the commitment of teachers.

Raman and his other research team (Raman et al., 2015a) also performed a research study to identify the relationship between principals' transformational leadership style and secondary school teachers' commitment. A questionnaire was administered to the respondents, consists of 235 teachers randomly selected from 10 schools in the southern zone of Sungai Petani district, Kedah. The results showed that there was no difference in the level of education and the level of transformational leadership style practiced by the principals. The study also demonstrated a significant relationship between the transformational leadership of the principal and the commitment of teachers, where the inspiring motivational dimension of the principal is the domain of transformational leadership style.

Ates and Buluc (2015) carried out a study to determine the relationship between the emotional intelligence, motivations and organisational commitment of the teachers working at primary schools in Bartın Province (2013-2014) using structural equation modelling (SEM). The sampling of the study consists of 525 teachers. The findings showed that teachers working in primary schools have a high level of emotional intelligence, motivation, and organisational commitment, as well as

a positive and suggestive relevance between their emotional intelligence, motivation and organisational commitment.

Jong (2015) examined the possibility of teacher commitment as a mediator in Dutch elementary schools and aimed at answering the following question: To what extent does teacher commitment have a mediating role in the relationship between teachers' social networks and teacher self-efficacy? Teachers' social networks are determined by calculating every individual's degree centrality and closeness centrality whereas teacher commitment and teacher self-efficacy are assessed through a questionnaire. Data were collected from eight elementary schools in the Netherlands, consisting of 114 teachers as respondents. Results revealed positive relationships between teacher social networks and teacher self-efficacy, as well as teacher commitment and teacher self-efficacy. No significant results have been found for the relationship between the social networks of teachers and the commitment of teachers. The results also could not prove the mediating effect of the commitment of the teacher due to the reason that social relations are based on an exchange of mutual support, which has not been acknowledged in this research design. Nevertheless, findings indicate the relationship between teacher social networks and teacher self-efficiency, as well as teacher commitment and teacher self-efficacy.

Oduk (2016) investigated the influence of head teachers' leadership styles on teachers' job commitment in public primary schools. Descriptive research survey approach was chosen and a simple random sampling technique was used to get 34 head teachers and 160 teachers out of a total target population of 68 head teachers and 798 teachers in public primary schools in Rongo Sub-Country. Two questionnaire sets were used to collect the required information from respondents and Statistical Package for

Social Sciences (SPSS) was used for descriptive statistic for quantitative data whereas qualitative data was analysed in an ongoing process as themes and sub-themes of the study emerged. In the context of the influence of leadership style on teachers' job commitment, the findings showed; 67% of teachers indicated head teachers did not employ transformational leadership style and found to be negatively influencing teachers' job commitment.; 60% of teachers indicated that their head teachers were not practising fully the behaviours associated with transactional leadership style and this lowered their job commitment; 69% of teacher respondents stated that head teachers were not using democratic leadership style as most of them were not involved in decision making leading to low job; and finally, 79% of the sampled teachers claimed that their head teachers practiced many elements of autocratic style of leadership, contrary to 50% of the head teachers who refused to be autocratic. The findings also suggested that head teachers use an effective style of leadership that enhances collective responsibility and creates a favourable environment in schools.

In their research, Kiral and Kacar (2016) investigated the relationship between school commitment and school culture on the basis of causal-comparative, relational survey. The research group consists of 150 volunteer teachers who work in Aydin, Turkey. Teachers are found to have affective perceptions of commitment at the highest level, and perceptions of bureaucratic culture at the lowest level. The perceptions of teachers relating to school commitment and culture indicate no significant difference by gender. Whereas, the views of teachers on the educational status and specialisation presented a significant difference according to age, type of school, and length of service at the same school. Finally, all of the aspects of organisational culture predict the highest level of affective commitment.

Berkovich and Eyal (2017) analysed whether teacher's experience of emotional reframing by principal mediates the relationships between transformational school leadership and these work-related outcomes (i.e., teachers' motivation and commitment). Across 69 randomly sampled schools, questionnaires were used to gather information from 639 primary school teachers. The findings showed that the effect of transformational school leadership behaviours on teachers' autonomous motivation was fully mediated by emotional reframing, and that the effect of transformational school leadership on affective organisational commitment was partially mediated by it. Through emotional reframing and autonomous motivation, they have found an indirect relationship between transformational school leadership and affective organisational commitment.

Othman and Kasuma (2017) studied the relationships between school climate and teachers' commitment with the assumption and predictability of key dimensions of school climate in relation to Collegial Leadership, Teacher Professionalism, Academic Press and Institutional Vulnerability towards teacher commitment. A total of 131 respondents were selected from the population of this study, consisting of teachers from five national primary schools in the Sri Aman district. The result showed that the level of school climate and teachers' commitment is at a moderate level. School climate dimensions were positively correlated with the commitment of teachers, and finally Achievement Press made a significant contribution to teachers' commitment.

Teoh (2017) explored the relationship between principal leadership practices, teacher commitment and school bureaucracy, as well as investigating the mediating effect of school bureaucracy in increasing teacher commitment in Malaysian secondary schools. The Partial Least Squares Structural Equation Model (PLS-SEM) was used to

develop a mediation model to explain the underlying mechanism of the effect of school bureaucracy on the relationship between principal leadership practices and teaching commitment. The analysis showed that there is a significant relationship between the leadership practices and the commitment of teachers in schools and the relationship between them was partially mediated by school bureaucracy.

Meanwhile, a study which adopts the ex-post facto research design uses descriptive statistics to analyse the data level of overall teachers' commitment and the level of commitment in each of the three dimensions of organisational commitment was undertaken by Peretomode and Bello (2018). The findings showed that the overall level of teachers' commitment to official duties is very high and also high across all three dimensions of organisational commitment. The study recommended that the government provide funding for the training and retraining of teachers in order to sustain and possibly improve this high level of commitment between teachers to their duties and schools.

Cilek (2019) in his research, carried out a meta-analysis method to investigate the effects of leadership behaviour of school principals on teachers' organisational commitment in Turkey. In addition, the style of leadership, type of publication and year of publication are used as moderators to explain variations in effect sizes. The results of the random effect model analysis showed that leadership has a very strong and positive effect on teachers' organisational commitment. In particular, support for democratic and transformative leadership styles has more impact on the organisational commitment of teachers than other leadership approaches. Nevertheless, with the exception of leadership styles, the other moderators chosen for research are not a critical predictor of the relationship between school leadership and organisational commitment.

Batugal and Tindowen (2019) researched the influence of organisational culture on the organisational commitment and job satisfaction of teachers in the context of Catholic higher education institutions in the Philippines. The results showed that teachers are very committed to their organisation and satisfied with their work. In addition, among the four types of culture, clan has a high positive impact on the organisational commitment of teachers and has a slightly positive impact on their job satisfaction.

In Greece, Kouni et al. (2018) investigated the perceptions of teachers to the extent that transformational leadership contributes to commitment to school. The method employed in this study was a combination of quantitative and qualitative, namely using questionnaire and interview. The sample comprised of 171 teachers from two types of educational institutions, lower and upper secondary schools of the local secondary school administration. The results of the survey showed that teachers feel a strong commitment to school goals when the school principal acts as a transformational leader. The findings also revealed that demographic variables, type of school and work experience, do not affect the views of teachers.

Siri et al. (2020) recently carried out a research study examining and analysing the role of teacher competence and commitment in supporting teacher performance. The study was conducted on professional teachers at Madrasah schools in all regencies or cities of Bali, with a total of 906 teachers. The number of samples was determined on the basis of the Slovin formula at an error rate of 5%, with 277 teachers distributed proportionally in 9 districts or cities. Data collection was carried out by direct interview on the basis of a questionnaire that's already been prepared, and the information obtained was then analysed by Smart PLS 3.0. Programme. The analysis indicated that

the competence and commitment of teachers had a significant and positive impact on professional performance. In addition, the commitment of the teacher acts as a mediator of the teacher competence and the professional performance of the teacher, thus delivering information for improving the performance of teachers.

A further recent study by Zheng et al. (2020) in China focused on the relationship between teachers' emotional, labour strategies, multidimensional teachers' commitment, and paternalistic leadership, a unique type of leadership founded in Confucianism. A sample of 419 teachers was randomly selected to participate in the survey. The findings showed that the authoritarian leadership behaviour of the principals had negative effects on the commitment of teachers to the profession and the commitment to school, while Benevolent leadership had positive effects on the commitment of teachers to students, the commitment to the profession and the commitment to school. Teachers' deep acting had positive mediating effects, while surface acting was a negative mediator. The results suggested that school leaders could effectively exercise parent-like leadership practices to facilitate teacher commitment by managing teachers' emotions.

2.8 Theoretical Framework

According to Sekaran and Bougie, (2010), the theoretical framework is a process that is crucial as the basis for research work prior to the start of the next phase of research. They indicated that three basic features that should be present so that the variables considered relevant to the research are; it must be clearly defined, conceptual model that describes the relationship among the variables in the model should be given, and there should be a clear explanation of why this relationship is expected to exist. In short, it is the 'blueprint' or guide for a research (Grant & Osanloo, 2014).

This study used only one theory which was the social exchange theory. The social exchange theory refers to an understanding of the individual actions of people in interaction with each other, so it is essential to understand. For the aim of this analysis, it is about how the emotional intelligence of leaders contribute to academic optimism and organisational commitment of teachers. In short, the theory of social exchange has appeared to include at least three aspects, namely an initiating behaviour, an interaction between groups, and a reciprocal reaction.

As Homans (1961) explained social behaviour and the forms of social organisation produced by social interaction by showing how A's behaviour (Leaders' Emotional Intelligence) reinforced B's behaviour (Teachers' Academic Optimism and Teachers' Organisational Commitment) in this current study and how B's behaviour reinforced A's behaviour in return. This was the explicit basis for continued social interaction explained at the 'sub-institutional' level.

This theory will be relevant to this study because recent work in social exchange included the role of emotion which represents a distinct move away from the traditional focus on structural determinants of exchange outcomes, although it returns to some of the topics included in the work of the early exchange theorists, including the emotions associated with fairness in exchange relations. Much of the actual empirical work on exchange over the past 20 years investigates specifically how the social structure affects the outcomes of exchange such as power-use and commitment. This newer stream of research begins to explore the emotional consequences of social exchange processes and the role that certain emotions play in the structuring of the network of exchange relations (Cook & Rice, 2003).

Furthermore, this theory is suitable to present study to explain teachers' organisational commitment which stands as dependent variable. According to Bishop, Scott, and Burroughs (2000), the perspective of social exchange theory has explored many of the most relevant issues of organisational behaviour such as commitment. Cropanzano and Mitchell (2005) also noted that one of the basic tenets of social exchange theory is that relationships evolve over time into trusting, loyal, and mutual commitments. Social exchanges theorists have proposed that employees are prone to exchange their commitment for an employer's support (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Eisenberger, Fasolo, & Davis-LaMastro, 1990). On the other hand, support leads to commitment, raises interest in a supervisory focus as a manifestation of the exchange process (Cropanzano & Mitchell, 2005).

Meanwhile, Blau (1964) regarded social exchange as a mechanism of central importance in social life and underlying relationships between groups and individuals. In particular, he concentrated on the mutual exchange of extrinsic benefits and the types of association and emerging social structures that produced by this kind of social interaction. He noted that social theory "involves the principle that one person does another a favour, and while there is a general expectation of some future return, its exact nature is definitely not stipulated in advance" (Blau, 1986). A series of effective reciprocal exchanges may turn a relationship of economic exchange into a relationship of high-quality social exchange. Findings suggest that individuals with a strong exchange orientation are more likely to return a good deed than those low in exchange orientation. Those low in exchange orientation are less concerned about obligations and are less likely to care if exchanges are not reciprocated. Therefore, social exchange theory best explained the present study in order to show the reciprocating process by the variables.

Current study by Yigit (2016) examined the effect of organisational commitment variable on social exchange and organisational socialisation among Kocaeli University employees. According to social exchange, concrete rewards such as money and other benefits make employees spend extra effort and not to leave their organisations. Organisational socialisation process shows the changes in certain attitudes and beliefs of an individual in organisational commitment. According to the findings, affective commitment factor has a positive effect on institution-duty factor, education factor and work-colleague factor of organisational socialisation. According to this result, it is possible to say that when the level of organisational commitment increases, social exchange level of employees also increases.

Chou and Hsu (2016) conducted a study on how online customers' shopping habit moderates the relationship between their evaluations of online services and repurchase intention. The social exchange theory was characterised as emotional evaluation (i.e., satisfaction with outcome quality, satisfaction with process quality) and rational evaluation (i.e., trust, learning). The proposed model and hypotheses are supported by the empirical data from 469 online customers and findings showed that shopping habit increases the influence of emotional evaluation on continuance, while habit weakens the impact of rational evaluation on continuance intention.

According to Molm (2014), social exchange takes place between two or more actors who are dependent on each other for valued outcomes. The theory assume that actors are motivated to achieve more of the results that they value and others control, that actors focus on providing each other with these valued benefits through certain form of social exchange, and that exchanges between the same actors are recurring over time (rather than 'one-shot transactions'). Thus, the social exchange theory can exist in

a number of distinct forms: direct exchange (relations between two actors whereby the outcomes of each actor depend directly on the behaviour of another actor); generalised exchange (relations among three or more actors whereby each actor gives benefits to another and eventually receives benefits from another, but not from the same actor); and productive exchange (both actors in the relation must contribute in order for either to obtain benefits).

Figure 2.1 explains the theoretical framework of the present study illustrating social exchange theory in the form of direct exchange. This framework exhibits the structure which is expected to test the validity of social exchange theory in relation to the research questions and hypotheses of the present studies. The form of direct exchange explains the theoretical assumption that, A provides value to B, and B to A. As such, the theoretical framework of the present study highlights the actions of A (leaders' emotional intelligence), creating advantages for B¹ (teachers' academic optimism) and B² (teachers' organisational commitment), and vice versa, which may simply be said that leaders (principals) and teachers involved in a reciprocal process where both sides help each other to accomplish school goals. In addition, the present study also intends to investigate whether the teachers' academic optimism acts as mediator in the relationship between leaders' emotional intelligence and teachers' organisational commitment. The theoretical assumptions of these three variables have therefore been set out in the hypotheses statement in Chapter 1 (H₀₃; H₀₄; H₀₅; H₀₆).

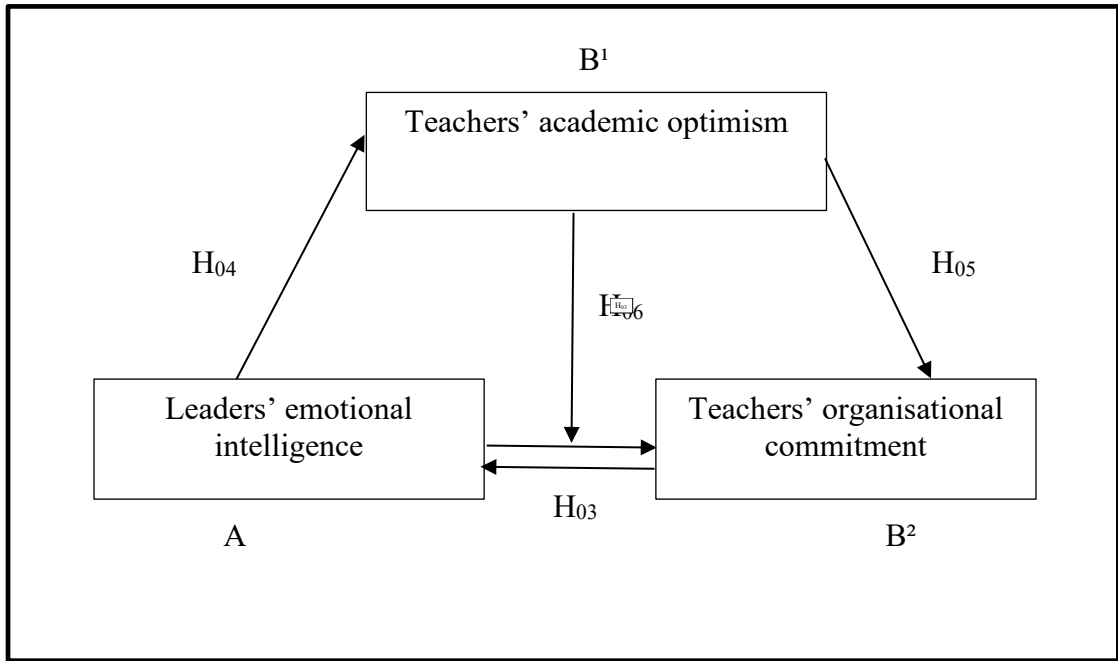


Figure 2.1. Theoretical framework for leaders' emotional intelligence, teachers' academic optimism and organisational commitment.

In sum, previous research has shown that the social exchange theory is one of the appropriate theories to describe initiating behaviour, an interaction between groups, and a reciprocal reaction between actors involved, as in the current study, to investigate the influence of leaders' emotional intelligence on teachers' academic optimism and organisational commitment.

2.9 Conceptual Framework

Conceptual framework refers to the specific or narrower ideas the researcher uses in his or her study based on the concepts that are the main variables of the study (Adom, Hussien, & Agyem, 2018). In other words, the conceptual framework has simplified the way in which the investigation is to be conducted, as well as the explanation of the interconnected relationship of the variables that occur which

consequently promote the theory development that would be essential to the academicians.

For the purpose of the present study, besides the literature reviews, the theoretical framework, which was constructed on the basis of the theory of social exchange has assisted to the development of the conceptual framework in which the assessment of the initiation of action, the relationship and the reciprocating response of the variables were studied. The variables involved are the leaders' emotional intelligence stand as the independent variable, the teachers' organisational commitment as dependent variable and the teachers' academic optimism as a mediator variable.

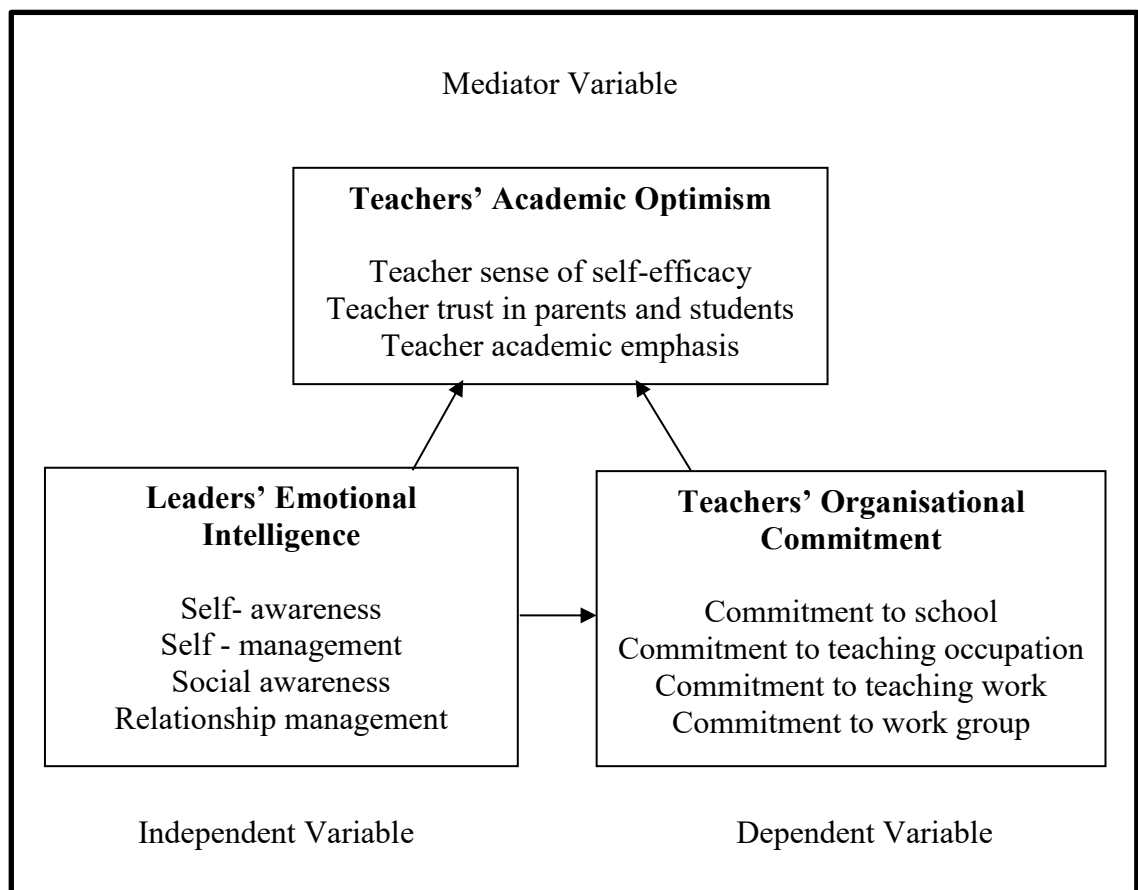


Figure 2.2. Conceptual framework.

As depicted in Figure 2.2, the conceptual framework presents an overview to be tested in this proposed study, to identify if leaders' emotional intelligence provide value as an initiating action, form relationship and reciprocating response on teachers' academic optimism and organisational commitment in secondary school setting. Additionally, this study also postulates teachers' academic optimism has directly influence on teachers' organisational commitment. Finally, the teachers' academic optimism mediates the relationship between leaders' emotional intelligence and teachers' organisational commitment.

Leaders with emotional intelligence prime good feelings in those they lead (Goleman et al. 2002). These leaders are said to be resonant leaders, whereby they establish deep emotional connections with others, bring out the best in their people and build resilient, adaptive organisations. As a result, the leaders' emotional intelligence which detailed in 18 competencies within four emotional intelligence dimensions namely self-awareness, self-management, social awareness and relationship management could influence the organisational commitment of teachers which also consists of four dimensions; commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group. Molm and her collaborators (Molm, Peterson, & Takahashi, 1999; Molm, Takahashi, & Peterson, 2000), in their theory mentioned that emotion is an outcome of the exchange process generated largely by commitment to exchange relations.

In this study, the mediating effects of teachers' academic optimism which consists of three dimensions namely, teacher sense of self-efficacy, teacher trust in parents and students and teacher academic emphasis in the relationship between leaders' emotional intelligence and teachers' organisational commitment was also investigated.

Since the present study aims to integrate teachers' academic optimism as a mediator in the relationship between leaders' emotional intelligence and teachers' organisational commitment, Figure 2.2 clearly provides the overview of the related attempt.

In sum, as mentioned earlier, the independent variable for this study is the leaders' emotional intelligence, the dependent variable is the teachers' organisational commitment meanwhile teachers' academic optimism is a mediator. Thus, Table 2.11 explains the direct relationships between the independent variable and dependent variable of the current study. Meanwhile, indirect relationships attempt to describe the effect of mediator in the relationship between the independent variable and dependent variable.

Table 2.11

Direct and Indirect Relationships

Direct Relationships	Indirect Relationships
1. The relationship between leaders' emotional intelligence and teachers' organisational commitment.	1. Teachers' academic optimism mediates the relationship between leaders' emotional intelligence and teachers' organisational commitment.
2. The relationship between leaders' emotional intelligence and teachers' academic optimism.	
3. The relationship between teachers' organisational commitment and teachers' academic optimism.	

2.10 Summary

This chapter focuses on the literature review that is related and relevant to this research topic in order to have some insight of the research. This chapter features the concept of emotional intelligence, academic optimism and organisational commitment, particularly, in the context of educational setting which involved the school leaders and teachers. The literature on these three variables are reviewed. This chapter also highlights the underpinning theory, theoretical framework and conceptual framework which portrays the variables of the research topics and describes the relationships to be investigated. In sum, it can be concluded that the teachers' organisational commitment closely related to the leaders' emotional intelligence as well as teachers' academic optimism that occurs in an organisation as shown in the conceptual framework of the study (Figure 2.1). The following chapter of the current study presents the research methodology and quantitative analysis applied to analyse the data.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The aim of this study is to examine the influence of leaders' emotional intelligence on teachers' academic optimism and organisational commitment in Malaysian secondary schools and the mediating effect of teachers' academic optimism on the relationship between these two variables. This chapter explains the methodology aspects employed in the study. A detailed description of aspects related to the research design, research framework, population and sampling procedure, instrumentation and procedures employed in data collection and data analysis process were clarified in this chapter. Furthermore, in this chapter, researcher also put forward findings obtained from the pilot study. At the end of the chapter, researcher elaborates methodology used to investigate the relationships between the variables, particularly the mediating effect of teachers' academic optimism on the relationship between leaders' emotional intelligence and teachers' organisational commitment based on Baron and Kenny's (1986) mediator model. Finally, in order to give more solidity to the mediation results, the PROCESS macro developed by Hayes (2013) was used.

3.2 Research Design

The research design sets out the procedure for the required data, the methods to be used to collect and analyse the data, and how all this will answer the research question (Gray, 2014). Therefore, in the context of the present study, the quantitative approach was chosen as the research method by which the cross-sectional survey research design is utilised to collect data to answer research questions.

A survey research design is among the quantitative research techniques that enables analysts to perform a survey to a sample group that has been selected from a population or the entire population to describe their characteristics, i.e., perceptions, beliefs, behaviours (Gay & Airasian, 2003). The advantages of this design make it possible to collect a lot of information at once at a low cost and easy to carry out (Creswell, 2005).

As surveys can be categorised as cross-sectional or longitudinal, for the purpose of the present study, cross-sectional survey appears to be most suitable, relevant and appropriate. This is due to the fact that cross-sectional is a single, stand-alone study that collects data from selected respondents at a single point of time and provides data relatively quickly compared to longitudinal surveys in which data are collected two or more times and extremely useful for studying the dynamics of issue over time (Gay, Mills, & Airasian, 2009). In other words, researchers can conduct a cross-sectional study with the same set of variables over a specified period of time, allowing the researcher view one independent variable as the focus of the cross-sectional study and one or more dependent variables. Most importantly, based on the proposed research questions of the present study, there is a need to use the two types of cross-sectional research survey; descriptive and analytical research methods.

Thus, a set of questionnaire consists of three instruments was employed to collect data from teachers of secondary schools in four states. This questionnaire has been adapted from past research to obtain sufficient data from targeted teachers and to evaluate their views on leaders' emotional intelligence, teachers' academic optimism and teachers' organisational commitment. Gay et al. (2009) acknowledged that the questionnaire is the simplest and most reliable way to obtain standard large sample data.

3.3 Research Framework

The framework of this study is developed by combining three main variables namely leaders' emotional intelligence, teachers' academic optimism and teachers' organisational commitment which function as independent variable, dependent variable, and mediator variable. As mentioned earlier, the objective of the study is to investigate the influence of leaders' emotional intelligence on teachers' academic optimism and organisational commitment and to explore whether there is a mediating effect of teachers' academic optimism on the relationship between independent and dependent variable. Previous studies reported that all the variables are interconnected to one another. The interrelation between the variables is illustrated in Figure 3.1.

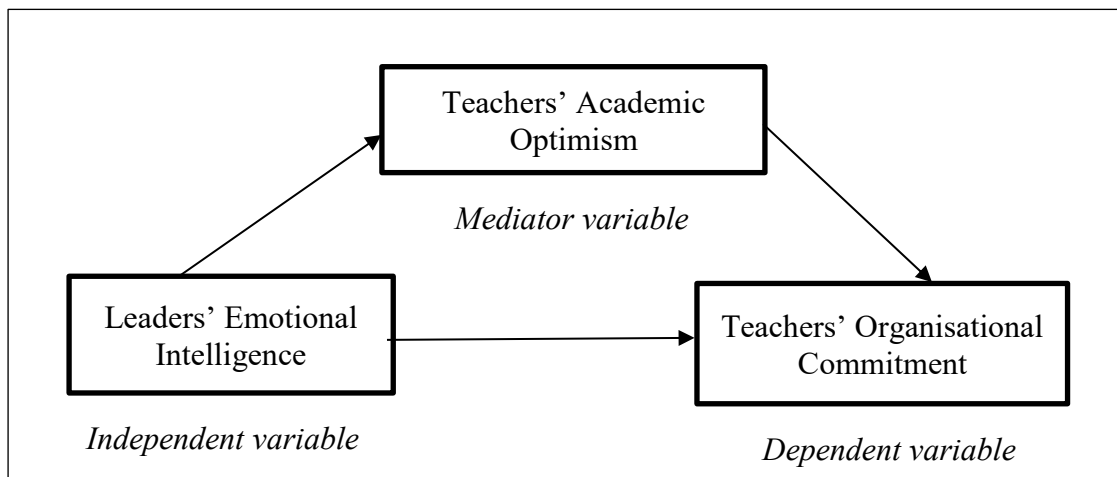


Figure 3.1. Research framework.

In this study, the interrelation between three main variables was investigated, i.e., independent variable, dependent variable and mediator variable.

a) Independent Variable: Leaders' Emotional Intelligence

The independent variable in this research is the leaders' emotional intelligence. Leaders' emotional intelligence refers to the ability of leaders to understand and manage their own emotion and others as well. This ability is very important in order to act wisely and effectively in human relationships. Leaders' emotional intelligence consists of four dimensions, i.e., (1) self-awareness (2) self-management (3) social awareness and (4) relationship management (Goleman et al., 2002).

b) Dependent Variable: Teachers' Organisational Commitment

The dependent variable in this research is the teachers' organisational commitment. Teachers' organisational commitment in this study refers to the passion of teachers for their profession and their willingness to portray school initiatives and student achievement. Teachers' organisational commitment consists of four dimensions, i.e., (1) commitment to school, (2) commitment to teaching occupation, (3) commitment to teaching work and (4) commitment to work group (Celep, 2000).

c) Mediator Variable: Teachers' Academic Optimism

Teachers' academic optimism is expected to play a role as a mediator variable between the independent variable (leaders' emotional intelligence) and dependent variable (teachers' organisational commitment) in this study. Teachers' academic optimism refers to teachers' belief of their capability to influence students' achievement positively. Teachers' academic optimism consists of three dimensions, i.e., (1) teacher

sense of self-efficacy (2) teacher trust in parents and students and (3) teacher academic emphasis (Hoy et al., 2006b).

As such, the researcher has chosen to use a single mediator model by Kenny and Baron (1986) as shown in Figure 3.2. The independent variable i.e., leaders' emotional intelligence is represented by X while Y represents the dependent variable i.e., teachers' organisational commitment. The mediator is represented by M i.e., teachers' academic optimism. $X \rightarrow Y$ describes the full effect of independent variable on dependent variable. The position of M in this figure represents the mediator. Referring to the diagram, c represents the full effect of $X \rightarrow Y$ without a mediator, c' represents the direct effect of $X \rightarrow Y$ with the mediator effect. The effect of independent variable on mediator is represented by a . Meanwhile, the effect of the mediator on the dependent variable is represented by b .

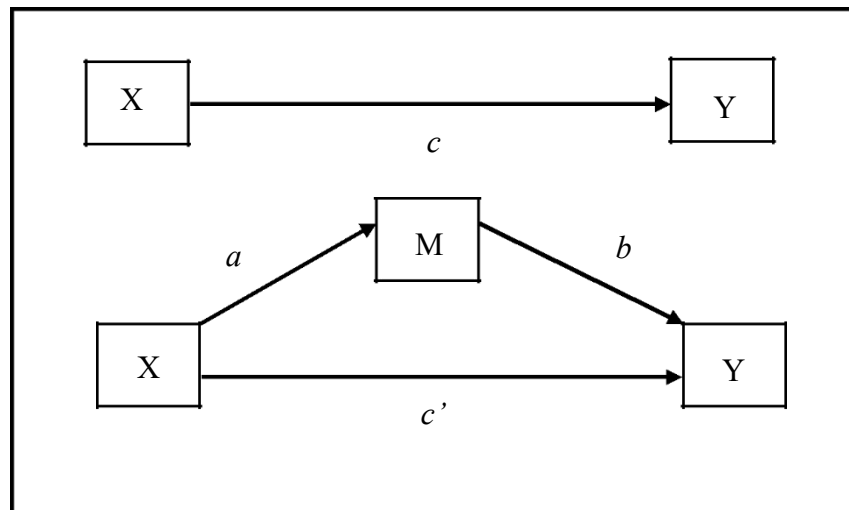


Figure 3.2. Single mediator model (Baron & Kenny, 1986).

3.4 Population and Research Sampling

Quantitative research is a way to discover about a specific group of people, classified as the sample population. Utilising scientific research, quantitative research is based on data that are observed or measured to examine questions about the sample population (Allen, 2017). Therefore, the selection of population and research samples that are the information provider is one of the key steps in the research process.

3.4.1 Research Population

According to Sekaran (2003), the population is defined as the entire group of people or things of interest that the researcher wishes to investigate. The population for this analysis is secondary school teachers based in the northern zone of Peninsular Malaysia, which covers four states, i.e., Kedah, Penang, Perlis and Perak. The selected population consists of teachers aged between 25 and 60 years, working in government aided secondary schools that is the National Secondary Schools (*Sekolah Menengah Kebangsaan*) located in both urban and rural areas. The population of these four states is 38 269 teachers as shown in Table 3.1.

Meanwhile, the teachers selected to be the sample of the study were graduated teachers with three years and more of experience and, most importantly, they have been confirmed in the post endorsed by the Education Service Commission Malaysia (*Suruhanjaya Perkhidmatan Pelajaran*) and recognised as Graduate Education Service Officers (*Pegawai Perkhidmatan Pendidikan Siswazah*). In addition, teachers have also been under the leadership of the current school principal for at least a year. The distribution of population of teachers by states is as shown in Table 3.1.

Table 3.1

Population of Teachers in Secondary Schools Situated in the Northern Zone of Peninsular Malaysia (According to States)

States	Total Teachers (Population)
Kedah	12 230
Penang	8337
Perlis	1767
Perak	15 935
TOTAL	38 269

Note. Data from State Education Department of respective states, 2018.

3.4.2 Research Sampling Procedures

Sampling is referred as the process of determining the size and characteristics of the sample to represent a large group in a study (Gay, Mills, & Airasian, 2006). The right techniques are required in the sampling process as the inappropriate number of samples may lead to incorrect findings.

In this study, the unit analysis is the secondary school teachers. To draw a valid conclusion of the results of present study, the researcher opted the probability sampling method which allows the researcher to make statistical inference about the whole population. One type of such method is the proportional stratified random sampling technique which has been employed in the present study. In proportional of stratified random sampling, the size of each stratum is proportionate to the size of the strata in the population as a whole. This means that each stratum has the same fraction of the sampling (Crossman, 2020a). As a result, the number of samples in this study was proportionate to the total population by state, school and teacher selection, where the researcher selected a certain sample fraction and then randomly sampled certain subjects from each stratum, regardless of the population size of the strata.

3.4.3 Research Sample Size

The total number of samples is determined based on the size of the population. Krejcie and Morgan (1970) proposed a sample of 380 for a population of 40 000. The minimum sample size required for this study was therefore 380 school teachers for the population of 38 269.

Firstly, the size of the required sample of teachers from each state was determined. Taking account into the number of total samples proposed for the study (380) as well as to ensure that the number of samples is proportionate to the total population of each state, the researcher have chosen a sampling fraction of $1/100$ that is 1% of the population of each state. This ensures that states are represented equally or proportionately within the sample. Table 3.2 shows the distribution of samples in four states, based on the calculation using the chosen sampling fraction.

Table 3.2

Sample Size According to States

States	Total Teachers (Population)	Total Samples
Kedah	12 230	122
Penang	8337	83
Perlis	1767	18
Perak	15 935	159
TOTAL	38, 269	382

Based on Table 3.2, for the population of 38 269 the sample size involved in each state inevitably accumulated to 382 slightly more as proposed by Krejcie and Morgan (1970).

Next, the number of schools involved in each state was determined on the basis of the number of samples in each state as above. At this stage, Sekaran (2003) states that usually researchers will mediate the range of 10-40% as a reasonable quantity. Hence, for the determination of number of schools involved in the present study, the researcher selected a sampling fraction of $^{10}/_{100}$, which is 10% of the total sample of each state. Table 3.3 below shows the number of schools involved in each state according to the calculation using the chosen sampling fraction.

Table 3.3

Number of Schools According to States, Total Teachers and Total Samples

States	Total Teachers (Population)	Total Samples	Number of Schools Involved (10% of total samples)
Kedah	12 230	122	12
Penang	8337	83	8
Perlis	1767	18	2
Perak	15 935	159	16
TOTAL	38, 269	382	38

As shown in Table 3.3, it is clear that the sample of the present study is 10 for each school. However, according to Fincham (2008), response rates approximating 60% for most research should be the goal of researchers. Therefore, taking into consideration the response rate, the researcher decided to include 16 samples from each school bringing the total distributed questionnaires to 608 in 38 schools though the suggested number of sample size is 382. In detail, from 608 questionnaires, 192 distributed to 12 secondary schools in Kedah, 128 to eight secondary schools in Penang, 32 to two secondary schools in Perlis and 256 to 16 secondary schools in Perak. The schools involved were selected using simple random sampling technique whereby each school

in the the state has an equal chance of being chosen for the study. Here, it is essential for researcher to notice that the focus of the study is only on government aided secondary school or known as National Secondary Schools (*Sekolah Menengah Kebangsaan*). The procedure of school selection is as below:

- Step 1:* Collect the list of names of schools in each state (from State Education Department of respective states).
- Step 2:* Number the schools (1-N) for each state, e.g., Kedah (1-156), Perak (1-205), Penang (1-107) and Perlis (1-22).
- Step 3:* The sampling procedure of will be carried out by state. The numbers of each school, according to the state, written on a piece of paper. All the pieces of paper are put in a bowl and mixed together. The researcher picks a number from the bowl, registers the information to include the school in the sample (those schools not included in the present study as mentioned in Chapter 1 will be excluded). The selected piece of paper will be set aside instead of putting it back in the bowl. Here, each school in list can only be selected once (Sampling without replacement).
- Step 4:* The procedure is repeated until the required sample size is obtained for each state.

Meanwhile, the teachers participated as the respondents in each school were chosen based on systematic random sampling whereby samples were selected at a particular preset interval. The procedure for the selection of respondents is as follows:

- Step 1:* Collect the alphabetically name lists of teachers in each selected secondary school.

- Step 2:* Calculate and fix the sampling interval (i). (The number of total teachers in the school divided by the number of elements required for the sample), e.i., school A: Total number of teachers (115)/ Required sample (16) = 7 (sample interval; i)
- Step 3:* Select the members who meet the criteria, which in this case will be 1 in 7 individuals.
- Step 4:* Choose the starting member (r) of the sample randomly and add the interval to the random number to keep adding members to the sample. The elements of the sample will be r, r+i, r+2i, and so on (those teachers not included in the present study as mentioned earlier will be excluded and the procedure will be repeated until the required sample size is obtained for each school).
- Step 5:* Distribute the questionnaire to the selected names.

In this process, the researcher was assisted by the school management (such as senior assistant and senior subject teachers) in confirming that the teachers selected as the respondent of the study have fulfilled the requirement needed and also most importantly have been worked under the principal of the school for at least a minimum period of a year. The school management later have been told to mail the answered questionnaires by the teachers in a self-addressed envelope supplied by the researcher. The schools were given two to four weeks to return the questionnaires. Meanwhile, the researcher followed up the administrators in charge via WhatsApp and messages. However, the time of answering the questionnaire had prolonged to eight weeks due to low number of answered questionnaires returned to the researcher. Hence, the researcher has only got 406 questionnaires after eight weeks (two months) of waiting

with 385 of them have complete answers and can be used in the data analysis process of this study.

3.5 Research Instruments

In this study, researcher utilised questionnaire to collect data from the respondents. According to Gray (2009), questionnaire defined as a research tool through which people asked to respond to the same set of questions in a predetermined order. Respondents were asked to refer to their current schools and to answer a number of questions about their academic optimism, commitment and their leader's emotional intelligence. The scales referred to the list of organisational and professional responsibilities.

The questionnaire utilised for this study is divided into four sections:

- Section A to obtain the demographic data of the respondents
- Section B to measure Leaders' Emotional Intelligence domains that consist of 51 items
- Section C to measure Teachers' Academic Optimism domains that comprises nine items
- Section D to measure Teachers' Organisational Commitment which has 28 items

Section A: Demographic

This part comprises a few questions about respondents' demographic background, i.e., gender, ethnicity, age, marital status, years of service in the current school, educational background and principal's gender.

Section B: Leaders' (Principals') Emotional Intelligence

This part intends to measure the four dimensions of Leaders' Emotional Intelligence in Malaysian secondary schools. Since there are many existing emotional intelligence instruments developed by local researchers, i.e., (Malaysian Emotional Quotient Inventory-National University of Malaysia MEQI- NUM which was developed by a group of researchers from Universiti Kebangsaan Malaysia (Norah, Ramlee, Siti Rahaya, & Syed Najmuddin et al, 2003), USMQE-i (USM Emotional Quotient inventory) by Muhammad Saiful, Ahmad Fuad, and Abdul Rahman (2010) and Self Rated Malaysian Emotional Intelligence Scale (SRMEIS) by Ida and Ng (2017), none of them are closely related to the model put forward by Goleman et al. (2002) which specifically assesses the emotional intelligence of leaders in organisational settings. Moreover, there is some limitation in the use of those measures which did not comply with the present investigation such as online system surveys, self-report measures and differences in the field of study. Hence, the researcher opted the Emotional Leadership Questionnaire (ELQ) which were adapted from Nokelainen et al. (2007) in their study on '*Finnish Urban School Teacher's Evaluations on Principals Emotional Leadership Competencies*' that operationalises Goleman, et al.'s (2002) 18 characteristics of emotional intelligence model as the research instrument for the purpose of this study. This study, therefore, will be among the first to use this instrument in the field of education especially secondary schools in the country. The adaptation of this instrument was made on the basis of the study conducted by the researcher. In addition, the researcher has carried out the process of translating the original language of the instrument into the local national language, i.e., Malay language for use by other researchers in the future. Translation into the Malay-language instrument is also expected to contribute to the need for additional EI instruments in Malaysia.

The four-dimensional items in the ELQ allow teachers to give their opinion and agree on items related to the principals' EI characteristics using the five-point Likert scale ranging from 1 to 5 (low to high); (1=Strongly Disagree, 2=Disagree, 3=Rarely Agree, 4=Agree, 5=Strongly Agree). The first two dimensions measure how subordinates rank their leader's personal characteristics, i.e., self-management capabilities. Two remaining dimensions measure the social skills of the leader, i.e., how they manage interpersonal relationships (Nokelainen et al., 2007). In addition, Nokelainen and his team found that the alpha loads for the 18 EL characteristics ranged from .61 to .92 with an average reliability estimate of .81. The results of the reliability analysis therefore showed that the 51-item solution was sufficient to explain the four dimensions of emotional leadership. All the items in this instrument were positive statements. The distribution of items according to the four dimensions of Leaders' Emotional Intelligence is illustrated in Table 3.4.

Table 3.4

Dimension and Item Numbers for Emotional Leadership Questionnaire (ELQ) by Nokelainen et al. (2007)

Dimension	Operational Definition	Item Numbers	Number of Items
Self-Awareness	Leaders' Emotional Intelligence in self-awareness refers to the principals' awareness about their own emotion and internal states.	1, 2, 3, 4,6,7,8	8
Self-Management	Leaders' Emotional Intelligence in self-management refers to the principals' ability to manage their own emotion and internal states.	9, 10, 11, 12, 13, 14,15,16,17,18,19,20,21,22,23,24,25,26,27,28	20
Social Awareness	Leaders' Emotional Intelligence in social awareness refers to the principals' awareness of his or her subordinates' feelings, needs, and concerns.	29,30,31,32,33,34,35	7

Table 3.4 (Continued)

Dimension	Operational Definition	Item Numbers	Number of Items
Relationship Management	Leaders' Emotional Intelligence in relationship management refers to the principals' ability to handle and manage his or her subordinates' feelings, needs, and concerns.	36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51	16
Total Items			51

Section C: Teachers' Academic Optimism

This part intends to measure the three dimensions of Teachers' Academic Optimism in Malaysian secondary schools. The items of the three dimensions were measured using *Teachers Sense of Academic Optimism for Secondary Teachers (TAOS-S)* developed by Fahy et al. (2010). This instrument uses two different scales. The first dimension of TAOS-S which is the teacher sense of self-efficacy uses a nine point scale ranging from (1) Nothing to (9) A Great Deal. However, researcher adopted only a five-point scale for the current study as suggested by the panel of content validity experts so that the scale is consistent with the other two scales that use five-points scale. Therefore, a five-point scale ranging from 1 to 5 (low to high) (1=Nothing, 2=Very Little, 3= Some Influences, 4=Quite a Bit, 5=A Great Deal) were used. This dimension is designed to obtain a better understanding of the sorts of issues that create difficulties for teachers in their school activities. Meanwhile, second and third dimensions which are the teacher trust in parents and students dimension and teacher academic emphasis dimension use a five-point likert scale ranging from 1 to 5 (low to high) which indicates (1=Strongly Disagree, 2=Disagree, 3= Rarely Agree, 4= Agree, 5=Strongly Agree). The items in this variable are derived from doctoral level studies constructed and used by Gilbert (2012), Donovan (2014), Scott (2016) and a study conducted locally with a

translation version (Malay language) by Ling and Abdul Khani Kanesan (2015). Fahy et al. (2010) carried out the reliability test item and the reliability index for all three dimensions were as follows: the teacher sense of self-efficacy (.85), the teacher trust in parents and students (.87), the teacher academic emphasis (.83). All the items in this instrument were in positive statement. The distribution of items according to three dimensions of Teachers' Academic Optimism is illustrated in Table 3.5.

Table 3.5

Dimension and Item Numbers for Teachers Sense of Academic Optimism for Secondary Teachers (TAOS-S) by Fahy et al. (2010)

Dimension	Operational Definition	Item Numbers	Number of Items
Teacher Sense of Self -Efficacy	This refers to capability of a teacher to bring about desired outcomes of student engagement and learning.	1, 2, 3	3
Teacher Trust in Parents and Students	This refers to teachers' capability to form trusting relationships with students and parents.	4, 5, 6	3
Teacher Academic Emphasis	This refers to teachers' belief about their inclinations toward academic success of the students.	7, 8, 9	3
Total Items			9

Section D: Teachers' Organisational Commitment

This part was adapted from Celep (2000). The items are used to measure the four dimensions of Teachers' Organisational Commitment in Malaysian secondary schools using the Multi-dimensional Commitment to Educational Organisational -

Teacher Questionnaire-, as outlined in Table 3.6. This instrument uses a five-point Likert scale ranging from 1 to 5 (low to high) (1=Very Seldom, 2=Rarely Occurs, 3= Sometimes Occur, 4= Mostly Occurs, 5=Always Occur). Teachers are more committed if their score are high. Celep (2000) has conducted reliability test item and the reliability index for all four dimensions were as follows: teachers' commitment to school (.80), teachers' commitment to teaching work (.75), teachers' commitment to teaching occupation (.78) and teachers' commitment to work group (.81). The overall reliability index was (.88). Items in this variable are obtained from several local studies designed and used in their research, most importantly with translation in Malay language by Wan Roslina (2011), Najeemah (2012), Raman et al. (2015a) and Teoh (2017). There were two items, i.e., D4 and D7 that involved negative statement in the first dimension (Commitment to school). On these negative items, the researcher has recoded the items while conducting data analysis. Those items were scored in opposite way as 5,4,3,2,1 such as (5=Very Seldom, 4=Rarely Occurs, 3= Sometimes Occur, 2= Mostly Occurs, 1=Always Occur). The distribution of items according to four dimensions of Teachers' Organisational Commitment is illustrated in Table 3.6.

Table 3.6

Dimension and Item Numbers for Multi-dimensional Commitment to Educational Organisational - Teacher Questionnaire- by Celep (2000)

Dimension	Operational Definition	Item Numbers	Number of Items
Commitment to School	This refers to teachers' strong desires to keep up membership in the school.	1, 2, 3, 4*, 5, 6, 7*, 8, 9	9
Commitment to Teaching Occupation	This refers to teachers' attitudes towards their occupation.	10, 11, 12, 13, 14, 15, 16	7
Commitment to Teaching Work	This refers to the physical and psychological occupied level of a teacher in his or her daily life.	17, 18, 19, 20, 21, 22	6

Table 3.6 (Continued)

Dimension	Operational Definition	Item Numbers	Number of Items
Commitment to Work Group	This refers the density of the teachers' sense of faithfulness and collaboration with other teachers.	23, 24, 25, 26, 27, 28	6
Total Items			28

Note. *negative statement

Consequently, this questionnaire consists of 88 items with four sections. The complete set of questionnaires is at Appendix F. The summary of the questionnaire is as shown in Table 3.7:

Table 3.7

Summary of the Distribution of Questionnaire Items

Section	Variable	Dimension	Items	Source
A	Demographic	-	7	-
B	Leaders' Emotional Intelligence	Self-awareness Self-management Social awareness Relationship management	51	Nokelainen et al. (2007) (ELQ)
C	Teachers' Academic Optimism	Teachers sense of self-efficacy Teacher trust in parents and students Teacher academic emphasis	9	Fahy et al. (2010) (TAOS-S)
D	Teachers' Organisational Commitment	Commitment to school Commitment to teaching occupation Commitment to teaching work Commitment to work group	28	Celep (2000) (Multi-dimensional Commitment to Educational Organisational - Teacher Questionnaire-)

Section B (Leaders' (Principals') Emotional Intelligence), Section C (Teachers' Academic Optimism) and Section D (Teachers' Organisational Commitment) were adapted from studies performed in western countries. Due to the different culture

between Asia and the countries in the previous studies that utilised these instruments, a few processes of adaptation have taken specifically the ELQ instrument which needed much attention compared to the other two instruments which have undergone a process of adaptation through local studies. The steps were:

- a) Some of words were not suit with the context of schools. Thus, researcher had changed the words into much easier for respondents to answer according to the context of their workplace. For example, the word of ‘organisation’ had changed to ‘school’ and ‘leader’ to ‘principal and ‘subordinates’ to ‘teachers’. The changes of words were done with the advised of supervisors and language experts before validation process hired.
- b) Items in each section in the questionnaire are in bilingual, i.e., English and Malay language.
- c) The sentences in the items which were too lengthy were rephrase in order to be easy to understand.
- d) Further, researcher has also provided a short instruction at the beginning of each section. This information aims to give clearer information about the variable to the samples, as the original version did not provide any instruction or brief information for samples to answer the items. For instance, in Section B, the below instruction was provided to samples for answering items pertaining to Leaders’ (Principals’) Emotional Intelligence.
- e) “Please rank your principal's emotional intelligence (EI) level in the organisation for each item according to the scale below”.

3.6 Pilot Study

A pilot study was carried out before the actual study conducted. This is to ensure the instruments used in this study are valid and reliable for actual data collection. In this study, the pilot test comprises two processes, i.e., content validity process and reliability test. In a validity test, a group of experts in the field of educational management and higher education have been selected to provide their opinion and consensus on the accurateness of each item in research questionnaire. As a result of discussions with supervisor, researcher conducted a pilot study in January 2018 in four secondary schools throughout the state of Kedah. Each school is provided with 30 sets of questionnaires to answer. Hence, a total of 120 secondary school teachers involved in the pilot study. These teachers were not involved in the actual study. The need of 120 samples for the purpose of the pilot study is in line with the recommendation of Coakes, Steed, and Ong (2010) who have stated that the sample size exceeds 100 is suitable for performing factor analysis tests. In addition, the intention of this pilot study is to gather the initial data for the reliability test of the items.

The administration of the questionnaire for the pilot study was carried out by the researcher herself. The researcher met with the principals of four randomly selected schools in advance to explain the purpose of the study and to obtain their permission. Researchers also submitted all relevant letters of approval and authorisation letter to conduct the study. A period of one week is allocated for respondents to answer the questionnaire. After one week, the researchers again went to the schools to collect the distributed questionnaires. Thus, based on the initial results of content validity and reliability test, the items of the questionnaire were altered as to heightened the accuracy of terms and sentences that have been translated from the original version. According

to Nunnally (1978), the important role of the pilot test is to obtain preliminary information from the participants about the research questionnaires in order to increase the reliability of the questionnaire items in the research.

3.6.1 Validity of Instrument

The validity of an instrument illustrates on how far the items in the instrument really measure on what it needs to measure (Bryman, 2012). If the questionnaire is not accurately measured the construct, the items in the instrument are invalid for the particular issue. The content validity of a questionnaire obtained when a group of panels or experts review and agree with the items that represent the concept of the issue, which focused a study (Royse, 2011). Hence, the researcher has made two main steps, i.e., back to back translation and expert review of each item in research questionnaire. This step ensures the content validity of the instruments as suggested by Gay and Airasian (2003).

In the first step, the instrument translation process has been carried out in order to precisely obtain the interpretation of the origin instrument using a proper language that the target population can easily understand. The literature reviewed mainly described three types of translation methods: one-way or expert translation, committee or focus group approach, and double or back translation (Dhamani & Richter, 2011). Hence, for the researcher opted back to back translation procedure for the purpose of the current study. Therefore, research questionnaire was translated by two bilinguals' experts; an officer from with a translation certificate from the National Translation Institute of Malaysia (ITNM), Curriculum Development Division, Ministry of Education (*Bahagian Pembangunan Kurikulum, Kementerian Pendidikan Malaysia*) and an English language lecturer from the Aminuddin Baki Institute.

In the first place, one of the bilingual experts (English language lecturer from the Aminuddin Baki Institute) translated the instrument from the source language (English) into the target language (Malay) (forward translation). Secondly, the other bilingual expert (an officer from with a translation certificate from ITNM), independently translated the translated instrument back into the English (back or double translation) without knowledge of the original instrument. Finally, the researcher consulted both translators, compared and modified their original and back-translated versions. Dissimilarities were tackled to generate a final version of the translation that is conceptually and linguistically equivalent to the original version as well as suits the Malaysian secondary school culture.

Next, the content validity process has been carried out. In order to ensure the validity of the content of the instruments in the current study, the researchers referred to individuals with expertise in the field (Gay et al., 2006). In this process, experts' reviews and consensus were reached on the accuracy of each item in the questionnaire in order to measure the emotional intelligence of the leaders, academic optimism and organisational commitment of the teachers. Hence, as presented in Table 3.8, six experts with extensive knowledge and experience in the field of education management, administration and leadership were selected for validating the items of the research questionnaire. Each expert was requested to evaluate each item based on the scale of 1 (Highly not suitable) to scale of 5 (Highly suitable) as per to the suitability of the items. The derivational conclusion of the expert panels on the validity of the content is illustrated in Table 3.8.

Table 3.8

The Conclusion of Content Validity by the Expert Panels

Research Variable	Panel 1	Panel 2	Panel 3	Panel 4	Panel 5	Panel 6	Overall Mean
Leaders' Emotional Intelligence	3.54	3.50	3.53	3.67	3.53	3.89	3.44
Teachers' Academic Optimism	3.89	3.88	3.66	3.88	3.66	3.00	3.66
Teachers' Organisational Commitment	3.71	3.60	3.67	3.75	3.67	2.89	3.55

Notes. Panel 1 and Panel 2 are the head of department who have a doctorate degree in leadership in District Education Office of Kuala Muda /Yan, Kedah; Panel 3 is a Professor from the Faculty of Education and Human Resource, Universiti Pendidikan Sultan Idris; Panel 4 is a senior lecturer from the Faculty of Language and Communication, Universiti Pendidikan Sultan Idris; Panel 5 is lecturer from Department of Educational Studies of Institut Pendidikan Darulaman (who is also a part time lecturer attach to leadership courses in Institut Aminuddin Baki) and Panel 6 is a senior professor from School of Educational Studies, Universiti Sains Malaysia.

The results of Table 3.8 show the overall mean range between 3.44 and 3.66 from experts who agree that the items on the questionnaire have been verified to be valid in terms of content, suitability and accuracy of the research. In short, the items in the questionnaire are appropriate for use in this study.

In addition to the rating, experts have also made some suggestions and comments on the improvisation of the questionnaire items. Most of the comments concerned the structure of sentences, grammar and appropriate words to be used in the context of Malaysian secondary schools. All comments have been taken into consideration in the amendment process.

3.6.2 Reliability of Instrument

There were 88 items distributed into sets of questions, where the questions were related to “leaders’ emotional intelligence” (51 items), “teachers’ academic optimism” (nine items) and “teachers’ organisational commitment” (28 items).

The “leaders’ emotional intelligence” set was divided into subsections namely self-awareness, self-management, social awareness, relationship management. The second set “teachers’ academic optimism” was divided into subsections namely teacher sense of self-efficacy, teacher trust in parents and student and teacher academic emphasis on the academic. The third set of “teachers’ organisational commitment” was also divided into subsections namely commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group. Cronbach's alpha was employed to determine the internal consistency of questions and variables as one set of questions. The result is illustrated as in Table 3.9, Table 3.10 and Table 3.11.

Table 3.9 shows score of Cronbach alpha for leaders’ emotional intelligence instrument. The overall Cronbach alpha value is 0.98 which indicates a very high level of reliability (Nunally, 1978). If measured according to the four dimensions, the value of Cronbach alpha is between 0.86 and 0.95.

Table 3.9

Cronbach Alpha Values of Leaders’ Emotional Intelligence

Dimensions	<i>Cronbach Alpha</i>
Self-awareness	.86
Self-management	.95
Social awareness	.90
Relationship management	.95
Leaders’ Emotional Intelligence	.98

Table 3.10 shows that the Cronbach alpha value obtained for teachers’ academic optimism instrument is 0.79 and the Cronbach alpha value for the three dimensions detailed in this instrument is between 0.72 and 0.78. According to Nunally (1978) coefficient values of Cronbach alpha above 0.70 are reasonable and appropriate for research purposes.

Table 3.10

Cronbach Alpha Values of Teachers' Academic Optimism

Dimensions	<i>Cronbach Alpha</i>
Teacher sense of self-efficacy	.78
Teacher trust in parents and students	.79
Teacher academic emphasis	.72
Teachers' Academic Optimism	.79

Table 3.11 illustrates Cronbach alpha value obtained for teachers' organisational commitment instrument that is 0.88. All four dimensions found in this instrument derive the Cronbach alpha value between 0.59 to 0.88. The Cronbach alpha value for commitment for school dimension (0.59) was not dropped by the researcher because the value would increase when the number of respondents in the actual study also increased. This is due to the fact that the value of Cronbach alpha will have an effect depending on the number of respondents in a study. Furthermore, according to Hair, Black, Babin, Anderson, and Tatham (2006), we can accept values near of .60, especially if there are only a few items in the factor.

Table 3.11

Cronbach Alpha Values of Teachers' Organisational Commitment

Dimensions	<i>Cronbach Alpha</i>
Commitment to school	.59
Commitment to teaching occupation	.83
Commitment to teaching work	.87
Commitment to work group	.88
Teachers' Organisational Commitment	.88

According to the above tables, which are also the findings of the pilot study, the range of Cronbach alpha value for the instruments of emotional intelligence of leaders, academic optimism and organisational commitment of teachers is between 0.79 and 0.98. The alpha value varies from 0 to 1, since it is a ratio of two variances. As a rule

of thumb, we require a reliability of 0.70 or higher (obtained from a substantial sample) before used as an instrument. Therefore, the Cronbach alpha value that above 0.70 for all variables of the present study is desirable and appropriate for research purposes (Nunnally, 1978). Therefore, all the items in the instrument suitable for use in this study.

3.7 Data Collection Procedure

A few steps have applied in the data collection process. The first step is obtaining the consent letter from the Educational Policy, Research and Planning Section (EPRD), Ministry of Education, Malaysia (Appendix A). In this process, a supporting letter from Universiti Sains Malaysia and a mini proposal were attached as a reference for Ministry approval. Next, permission was sought from the State Education Department of four states located in the northern zone of the Peninsular Malaysia, which was involved in this research, to conduct research in selected secondary schools. They were the State Education Department of Kedah (Appendix B), the State Education Department of Perak (Appendix C), the State Education Department of Perlis (Appendix D) and the State Education Department of Penang (Appendix E). After obtaining the approval letter from each state education department, researcher has sent an official letter to the principal of selected secondary schools to inform about the research. The letter stated clearly for the purpose, date and duration of time for researcher to administer the questionnaire. A copy of the cover letter, student confirmation letter from Universiti Sains Malaysia, permission letter from Educational Policy, Research and Planning Section (EPRD), Ministry of Education Malaysia and also permission letter from State Education Department involved were attached.

Next, the researcher has called the selected schools to set the data collection date. The researcher had taken two months to administer the questionnaire to the

respondents (teachers) from 32 schools. Data collection visits were carried out as follows; (i) 22 February -16 March 2018 (12 schools in Kedah and 2 schools in Perlis), (ii) 18 March - 6 April 2018 (16 schools in Perak) and (iii) 9 – 20 April 2018 (8 schools in Penang). In short, a total of 608 questionnaires were distributed to teachers in selected schools.

On the actual data collection day, each principal of selected school was met and permission was obtained. The researcher distributed the questionnaire herself. In this process, the researcher was assisted by the school management (such as senior assistant and senior subject teachers) in confirming the selected teachers have fulfilled the criteria set as respondent as well as convincing them to participate in this study.

3.8 Data Analysis Procedure

The quantitative data that has been collected for the present research was analysed using the Statistical Package for Social Sciences (SPSS) version 23.0. The analysis was according to research objectives. All data were coded as in the questionnaire. At the initial stage, descriptive analysis has been conducted for a clear picture of samples and research variable's distribution. At the second stage, inferential statistics were used by the researcher in order to test the outlined hypotheses of the study. Finally, the mediation analysis method was utilised to identify the role of the mediator variable in the study.

3.8.1 Descriptive Analysis Method

In this section, mean and standard deviation statistics were used to elaborate on the level of research variables. Meanwhile, frequency and percentage statistics were used to explain the respondents' demographic characteristics such as gender, ethnicity,

age, years of service in the current school, educational background and principal's gender.

The level of each dimension of the variables will be clarified in this analysis as suggested by Nunally (1986). According to Nunally (1986), the level setting for the data from the instrument that has the scale from 1 to 5 is as follows: if the mean score is in between from 1.00 to 1.80, the phase is categorised as “extremely low”; the mean score in between from 1.81 to 2.60, the phase is categorised as “low”; while the mean score in between from 2.61 to 3.40, it will categorise the phase as “moderate”; henceforth, when the mean score is in between from 3.41 to 4.20, it is categorised as “highly moderate” phase; and the mean score in between from 4.21 to 5.00 is categorised as “high” phase. Table 3.12 exhibits the level setting by Nunally (1986).

Table 3.12

Level of Descriptive Analysis According to Nunally (1986)

Mean score	Level
1.00 to 1.80	extremely low
1.81 to 2.60	low
2.61 to 3.40	moderate
3.41 to 4.20	highly moderate
4.21 to 5.00	high

3.8.2 Inferential Analysis Method

In this part, inferential analysis method was used by the researcher in order to test the related hypotheses of the study. Firstly, an independent t-test was used to test the differences of research variables based on the background information of the respondent. For this test, the researcher did not include the control variable in the analysis because it was not of primary interest to the study as well as irrelevant to the

objectives of the study. Next, the linear multiple regression analysis method was utilised to investigate the influence of the dependent variables upon the independent variable. This particular process applied the R value, which is utilised to determine the strength of the dominant dependent variable.

However, before conducting multiple regression analysis, there are few assumptions that should be followed. First, the data must be related to normality, linearity, and homoscedasticity. This assumption can be examined through scatter plot. The normal probability plot will be used to examine the data normality. The distributed data will be normal if the plotted data are not significantly different with diagonal lines. In addition, the scattered data is used to examine the data linearity. The assumption of linearity is obtained if the plotted data does not show the curvilinear shape. Scatter distribution also used to examine homoscedasticity. Homoscedasticity exists when the data plotted does not show irregular shape.

Secondly, it is related about outliers. Diagnosis case wisely used to trace the outliers. By using the diagnosis case wisely, all the data in the form of outliers are terminated. Outliers may change the gradient of the regression line (Bordens & Abbott, 2008). Thirdly, it is related to sample size. According to Tabachnick and Fidell (2007), the formula for sample size is $N \geq 50 + 8m$ (m = number of predictor variables). For testing of individual predictor, the formula for sample size is $N \geq 104 + m$ (m = number of predictor variables). Fourthly, it is related to multicollinearity. Multicollinearity is produced when the variables have a high correlation in the survey (Tabachnick & Fidell, 2001). A high correlation indicates the two variables measure the same thing. Therefore, one variable should be removed (Bordens & Abbott, 2008). In this study, the tolerance

value which has been fixed is not less than 0.1 and VIF value not more than 10 (Hair et al., 2006).

3.8.3 Mediation Analysis Method

In order to test whether or not the teachers' academic optimism plays a role as a mediator in the relationship between leaders' emotional intelligence and teachers' organisational commitment, hierarchical multiple regression was utilised according to Baron and Kenny (1986) who have proposed the four steps procedure. The steps are:

1. The first step, independent variables must significantly influence the dependent variable.
2. Second step, the mediator variable must significantly influence the dependent variable.
3. Third step, independent variables must significantly influence the mediator variable.
4. The fourth step, comparing the effects of independent variables on dependent variable with the presence or absence of mediator variable. If the three conditions mentioned above are in a positive or negative direction as determined, then the following mediator effect exists;
 - i. **Partial mediator:** apply if the effects of independent variables with or without mediator variables are significant and the value of beta coefficients (β) decreases.
 - ii. **Full mediator:** apply if the effect of independent variables on dependent variable without significant mediator variables is significant but insignificant with mediator variables and the beta coefficients (β) values decreases.

- iii. **No mediator exists:** occurs when the influence of independent variables on dependent variable with or without mediators is significant, but the beta coefficients (β) value increases (Mathieu & Taylor, 2006). The method of analysis is shown in Table 3.13.

Finally, in order to give more solidity to the results, in answering the question of whether teachers' academic optimism mediates the effect of leaders' emotional intelligence on teachers' organisational commitment. the PROCESS macro developed by Hayes (2013) was used. This resulted in simple mediation using Model 4 of the PROCESS macro.

Bootstrapping is a statistical procedure that replicates a single dataset to generate a number of simulated samples. This process allows the calculation of standard errors, confidence intervals and the testing of hypotheses (Forst, 2018). The bootstrapping technique is an immensely helpful alternative to the traditional method of hypotheses testing, as it is relatively simple and reduces several of the complexities discovered in the traditional approach (Joseph, 2020). According to Cline (2019) bootstrapping is asymptotically consistent and more accurate than using the standard intervals generated using sample variance and the assumption of normality, even though it is impossible to know the true confidence interval for most problems. In short, this method highlights how well the population is represented by a sample; and, therefore, how valid and reliable the conclusions will be compared to the traditional method which rely on the theory, uncertainty of the distribution of sampling and assumptions that need to be taken into consideration.

The bootstrap method developed by Preacher and Hayes (2004) is a non-parametric resampling test. The main feature of this test is that it does not rely on the

assumption of normality, and is thus also fit for smaller sample sizes (Hair, Hult, Ringle, & Starstedt, 2014). The test can help determine the mediation effect with certainty. In this approach, bootstrapping can be used twice: first without the presence of mediation, and secondly, with the presence of mediation. It should be noted that if the direct path is not significant, there is no mediating effect (Hair et al., 2014).

As such, in the present study, The Preacher and Hayes (2004) multiple regression analysis with bootstrap of sample 5000 was employed to determine the mediating effect of teachers' academic optimism on the relationship between leaders' emotional intelligence and teachers' organisational commitment in Malaysian secondary schools. In order to verify the significance of the partial mediation with the bootstrap method, the value of the confidence interval should not be zero (Joseph, 2020). For this reason, the population sample (n-385) drawn from the population is used to calculate population estimates to make inferences on them. Instead of using the theory to determine all possible estimates, the sampling distribution is generated by the re-sampling of 385 replacement observations, 5000 times, with each re-sampled set having 385 observations. In this case, if properly sampled, 385 samples should be representative of the population. Therefore, by re-sampling 385 5000 times with a replacement, it would be as if 5000 samples were taken from the original population. In conclusion, this allows for accurate statistical estimations, which are crucial in the use of data for decision making.

Hence, to analyse H₀₃, H₀₄ H₀₅ and H₀₆, teachers' organisational commitment was put in the Outcome Variable (Y) box, leaders' emotional intelligence was put in the Independent Variable (X) box and teachers' academic optimism was put in the M Variable(s) box using model number 4. Model number 4 provides insights in the

association between leaders' emotional intelligence and teachers' organisational commitment and the same association through teachers' academic optimism.

Table 3.13

Method of Analysis

Objective	Research Question	Analysis
To investigate the significant difference of leaders' emotional intelligence based on gender.	Is there any significant difference of leaders' emotional intelligence based on gender?	T-Test
To investigate the significant difference of organisational commitment among teachers based on their demographic background (gender, age and years of service in the current school)	Is there any significant difference of organisational commitment among teachers based on their demographic background (gender, age and years of service in the current school)?	T-Test
To investigate the influence of leaders' emotional intelligence on teachers' organisational commitment.	Is there any influence of leaders' emotional intelligence on teachers' organisational commitment?	Linear Multiple Regression
To investigate the influence of leaders' emotional intelligence on teachers' academic optimism.	Is there any influence of leaders' emotional intelligence on teachers' academic optimism?	Linear Multiple Regression
To investigate the influence of teachers' academic optimism on teachers' organisational commitment.	Is there any the influence of teachers' academic optimism on teachers' organisational commitment?	Linear Multiple Regression
To determine the mediating effect of teachers' academic optimism on the relationship between leaders' emotional intelligence and teachers' organisational commitment in Malaysian secondary schools.	Is there any mediating effect of teachers' academic optimism on the relationship between leaders' emotional intelligence and teachers' organisational commitment in Malaysian secondary schools?	Hierarchical Multiple Regression & Hayes PROCESS macro-regression analysis (Bootstrap Method)

3.9 Data Screening

The data screening process was done once the researcher received all the questionnaires answered by the respondents. Collected raw data were checked to ensure the completeness of the input data prior to further use for the purpose of this study. This is to prevent errors in data or data loss (Creswell, 2012). Any single of incomplete data or damaged is not included in the statistical analysis. All data were screened for better prediction power and to improve the assessment of dimensionality. Tabachnick and Fidell (2013) noted that research data could be checked involving a few steps. The first step is assessing the normality and outliers cases. Meanwhile, the second step is evaluating statistical assumptions for normal distributions.

3.9.1 Missing Data

Once the researcher received the questionnaires from the respondents, each and every sets of questionnaires were reviewed with much detail before keying in into the IBM SPSS programme. This step was to make sure that the data on each item were filled in completely by the respondents.

A total of 406 questionnaires were received out of 608 distributed questionnaires. Of these, 21 questionnaires (5.17%) were rejected as 25% of the questions in the questionnaires were unanswered and have not been filled in completely by the respondents (Sekaran & Bougie, 2013). Therefore, the 21 questionnaires were not used in further analysis of the study. Hence, the exact number of questionnaires used for further analysis of the study were 385 sets of questionnaires.

3.9.2 Normality test

The normality of the data distribution is measured using the skewness and kurtosis analysis. Skewness is value that provides information on the distribution of data obtained from the sample of the study. The sample of this study is either (a) normal, (b) positive skewed or (c) negative skewed. The skewness value for the normal distribution is zero. However, if a data distribution has skewness value that lies between the range -1 to +1, then the distribution of the data is still considered normal (Hair et al., 2014).

Kurtosis is numerical value that provides information on distribution of data obtained from a study sample either 'platykurtosed' or 'leptokurtosed'. The kurtosis value of the normal distribution is zero. However, if the data distribution has a kurtosis value within the range -1 to +1, the distribution is also considered normal (Hair et al., 2014). Meanwhile, Tabachnick and Fidell (2013) agree that if the value of skewness and kurtosis greater than 1 is still normal and acceptable. This is because, the value of skewness and kurtosis are within ± 2 . The findings of the normality of the data are as shown in Table 3.14.

Table 3.14

Mean, Standard Deviation, Skewness and Kurtosis of Research Variables

Variable	Mean	Std. Deviation	Skewness	Kurtosis
Leaders' Emotional Intelligence				
Self-awareness	4.34	0.49	-0.58	0.63
Self-management	4.32	0.50	-0.16	-0.82
Social awareness	4.43	0.58	-0.71	0.14
Relationship management	4.17	0.63	-0.50	-0.26

Table 3.14 (Continued)

Variable	Mean	Std. Deviation	Skewness	Kurtosis
Teachers' Academic Optimism				
Teacher sense of self-efficacy	4.30	0.59	-0.53	1.33
Teacher trust in parents and students	4.20	0.64	-0.74	1.03
Teacher academic emphasis	4.38	0.58	-0.68	1.65
Teachers' Organisational Commitment				
Commitment to school	4.09	0.65	-0.48	-0.14
Commitment to teaching occupation	4.37	0.53	-1.32	3.08
Commitment to teaching work	2.92	0.93	0.18	-0.46
Commitment to work group	3.97	0.79	-0.73	-0.01

3.9.3 Factor Analysis

Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA) are two commonly used techniques for scale development and scale adaptation studies (Orcan, 2018). EFA is used when it is not clear how many factors occur between the items and which factors are determined by which items while CFA is used to confirm a previously stated theoretical model. The present study is based on an adaptation study, and according to Orcan (2018), there can be changes in the structure resulting from cultural differences in a scale adaptation study, as well as changes that may result from the translation of the item. Therefore, Orcan (2018) suggested to begin with an EFA to notice possible differences across cultures and languages in order to achieve a consistent outcome and to establish a standard in scale adaptation studies. Through EFA, structures not recognisable in CFA can easily be found (Bandalos & Finney, 2010). Furthermore, EFA uses the factor loading and cross loading to factorise the unique construct whereas CFA only uses the loading factor to construct a model in which cross-loading is not taken into consideration (Hair, Black, Babin, & Anderson, 2009). Thus, in taking into

account all the reasons listed above, researcher has therefore chosen to use EFA to evaluate the factor structure of the scale in the current adaptation study.

As for the present study, EFA was performed by selecting the principal method through varimax rotation as suggested by Hair et al. (2006). Factor analysis was carried out on all variables in this study, namely leaders' emotional intelligence (51 items), teachers' academic optimism (nine items) and teachers' organisational commitment (28 items). This analysis is performed before the inferential analysis is carried out. Common referrals are Kaiser - Meyer - Olkin (KMO), Barlett's Test of Sphericity, eigenvalues, percentage variance explained, factor loading and number of items that represent factors. The proper indicators are as follows:

- a) The value of KMO in the range of 0.80 or more is considered to be excellent; 0.70 good; 0.60 more than usual; 0.50 ordinary; and values less than 0.50 are not acceptable to perform factor analysis (Hair, Ringle, & Sarstedt, 2011).
- b) The value of $p < 0.05$ in the Barlett test of Sphericity explains that the variables are independent and appropriate for factor analysis (Meyers, Gamst, & Guarino, 2006; Hair et al., 2011).
- c) Eigenvalue more than 1 is significant for each factor (Meyers et al., 2006; Hair et al., 2011).
- d) The percentage of variance explained must be at least 60% of the total variance (Meyers et al., 2006).
- e) Significant factor loading must be 0.3 and above (Hair et al., 2011). Items having a factor loading less than 0.3 or having cross loading are not maintained.

Based on the assumptions that have been mentioned, factor analysis has been conducted. The factor analysis results are described in the following subheading:

3.9.3(a) Factor Analysis of Leaders' Emotional Intelligence

Table 3.15 shows the factor analysis of the leaders' emotional intelligence items by using the principal component method and varimax rotation. In the EFA, an eigenvalue more than or equal to 1 was utilised to determine the number of factors. Exploratory factor analysis results as shown in Table 3.15 found that four factors have emerged. The value of these factors explains 67.56% of the total variance for this sample. Indicator of the correlation matrix, Test Kaiser-Meyer-Olkin (.95), Bartlett's test ($X^2 = 24870.12$, $df = 1275$, $p = .00$) and the correlation anti-image (all items $r > .05$) were raised significantly, thus effects of multicollinearity or singularity do not happen. These results also confirm the suitability of sampling to perform the factor analysis.

As the first step, all the 51 cases for evaluating the four dimensions of leaders' emotional intelligence were organised. Afterwards, via the criterion component analysis, varimax orthogonal and Kaiser Normalisation, these cases were extracted into four factors. These four factors were named as:

Factor 1: Self-awareness

Factor 2: Self-management

Factor 3: Social awareness

Factor 4: Relationship management

The results of the affirmative analysis in Table 3.15 indicates that the four factors were considered to be important and stunning. All four factors in this research were realised to account for 67.56% of the general variance for the sample of this research.

Table 3.15

The Structural Factor and Loading Factor of Varimax Orthogonal Leaders' Emotional Intelligence

Item Numbers	Items	Factorial Loading			
		Factor 1	Factor 2	Factor 3	Factor 4
Self-awareness					
b1	My principal respects values accepted in the working community.	.682			
b2	My principal is able to see a clearer view in a complex situation and knows the best way to react.	.605			
b3	My principal is truthful and able to speak openly about his/her visions and emotions.	.625			
b4	My principal is open to learn new things all the time.	.777			
b5	My principal welcomes constructive criticism and feedback.	.617			
b6	My principal's good self-knowledge enables him/her to know the time to seek help.	.586			
b7	My principal welcomes difficult tasks knowing that he/she is able to meet the expectations.	.763			
b8	My principal has self-assurance that allows him/her to stand out in a group.	.584			
b42	My principal shows a genuine interest in helping his/her subordinates.	.685			
b43	My principal understands his/her subordinates' goals, strengths and weaknesses.	.767			

Table 3.15 (Continued)

Item Numbers	Items	Factorial Loading			
		Factor 1	Factor 2	Factor 3	Factor 4
Self-management					
b9	My principal stays calm and clear in a stressful situation or during a crisis.		.633		
b10	My principal remains undisturbed when confronted with a challenging situation.		.670		
b11	My principal openly admits his/her mistakes or faults.		.648		
b12	My principal confronts unethical behaviour rather than turning a blind eye.		.533		
b13	My principal is flexible in adapting to new challenges in a working environment.		.688		
b14	My principal is able to adapt in demanding situations without losing his/her focus or energy.		.584		
b15	My principal updates himself/herself with the changing demands in working life.		.763		
b16	My principal sets measurable and challenging goals to himself/herself.		.747		
b17	My principal sets measurable and challenging goals to his/her subordinates.		.765		
b18	My principal is able to take risks.		.738		
b19	My principal has set high standards for himself/herself.		.790		
b20	My principal has set high standards for his/her subordinates.		.724		
b21	My principal explores for opportunities rather than simply waiting for opportunities to come.		.805		
b22	My principal creates active future work opportunities.		.780		

Table 3.15 (Continued)

Item Numbers	Items	Factorial Loading			
		Factor 1	Factor 2	Factor 3	Factor 4
b23	My principal does not hesitate to prevent bureaucratic problems.		.725		
b24	My principal takes the responsibility to create work opportunities for the future.		.746		
b25	My principal has an optimistic outlook.		.721		
b26	My principal sees other people positively rather than in a negative prospect.		.626		
b27	My principal expects the best performance from his/her subordinates.		.695		
b28	My principal sees an opportunity rather than a threat in overcoming hindrance.		.576		
b36	My principal offers a sense of common purpose beyond the day to day tasks, making work exciting.		.551		
b37	My principal is able to embody what he/she asks of his/her subordinates.		.716		
Social awareness					
b29	My principal listens attentively and can grasp other person's perspective.			.796	
b30	My principal is able to get along with people of diverse backgrounds or from other cultures.			.787	
b31	My principal is able to understand the political forces at work in his/her organisation.			.783	
b32	My principal is able to understand the guiding values and unspoken rules that operate among teachers in his/her organisation.			.762	

Table 3.15 (Continued)

Item Numbers	Items	Factorial Loading			
		Factor 1	Factor 2	Factor 3	Factor 4
b33	My principal sees that people directly in touch with the customer or client (student, parents) will keep the relationship on the right track.			.766	
b34	My principal monitor customer or client (students, parents) satisfaction carefully.			.713	
b35	My principal ensures that customers or clients (students, parents) are getting what they need.			.786	
Relationship management					
b38	My principal is able to articulate a shared mission in a way that inspire his/her subordinates.				.796
b39	My principal finds just the right appeal for a given listener.				.790
b40	My principal knows how to create a network of support for a new initiative.				.809
b41	My principal is able to speak persuasively for the things he/she sees important.				.861
b44	My principal willing to give timely and constructive feedback.				.816
b45	My principal is a strong advocate for change even in the face of opposition				.858
b46	My principal is capable of arguing compellingly for the things he/she sees important.				.853
b47	My principal is able to find practical ways to overcome barriers to change.				.841
b48	My principal is able to solve conflicts between his/her subordinates.				.835

Table 3.15 (Continued)

Item Numbers	Items	Factorial Loading			
		Factor 1	Factor 2	Factor 3	Factor 4
b49	In conflict situation, my principal is able to draw out all parties and understand the differing perspectives.				.864
b50	My principal is a team player.				.822
b51	My principal draws others into active, enthusiastic commitment to collective effort.				.846
Eigen Value		3.10	22.20	1.91	14.31
Variance Percentange		6.00	43.52	3.75	7.30
KMO		.947			
Sphericity Bartlett Test		24870.119			
df		1275			
Sig		.000			
Total variance		67.56%			

The gained pointers of the matrix correlation, Kaiser-Meyer-Olkin Test (0.97) and Bartlett Sphericity Test ($X^2 = 24870.12$ $df = 1275$, $p < .01$) were significant. Therefore, the impacts of multicollinearity or singularity were deleted or obviously did not happen. These findings verify the suitability of sampling to implement the factor analysis as well.

The loading factors include Factor 1, self-awareness, with a variance value of 6.00%. Factor 2 is compatible with the dimensions of self-management (variance of 43.52%), Factor 3, social awareness (variance of 3.75%) and Factor 4, relationship management (variance of 14.31%).

3.9.3(b) Factor Analysis of Teachers' Academic Optimism

An EFA was implemented for the items of teachers' academic optimism. As the first step, all the nine items for evaluating the three dimensions of teachers' academic optimism were organised. Afterwards, via the principle component analysis pursued by varimax orthogonal and Kaiser Normalisation, these cases were bounded to three factors without any changes and remained the same as listed below:

Factor 1: Teacher sense of self -efficacy

Factor 2: Teacher trust in parents and students

Factor 3: Teacher academic emphasis

The results of the exploratory analysis were carried out a few times to ascertain that the cases chosen for this study were appropriate. The finding in Table 3.16 illustrates three factors comprise 82.48% of the general variance for the samples in this research. The acquired pointer of matrix correlation, Kaiser-Meyer-Olkin test (0.90) and Sphericity Bartlett test ($X^2 = 2621.54$, $df = 36$, $p=.00$) are noteworthy; thus, the effects of multicollinearity or singularity does not happen. This result also verifies the suitability of sampling for the execution of factorial analysis.

Table 3.16

The Structural Factor and Loading Factor of Varimax Orthogonal Teachers' Academic Optimism

Item Numbers	Items	Factorial Loading		
		Factor 1	Factor 2	Factor 3
Teacher sense of self-efficacy				
c1	I can motivate students who show less interest in school work.	.792		
c2	I can get students to believe that they can do well in school.	.847		
c3	I can get students to follow classroom rules.	.804		
Teacher trust in parents and student				
c4	Most of my students are honest.		.795	
c5	My students' parents are reliable.		.877	
c6	I trust my students.		.747	
Teacher academic emphasis				
c7	I make sure that my students to achieve academically.			.835
c8	I give my students challenging work.			.819
c9	I set high but attainable goals for my students.			.722
Eigen Value		5.78	0.96	0.68
Variance Percentange		64.24	10.69	7.55
KMO			.901	
Sphericity Bartlett Test			2621.542	
df			36	
Sig			.000	
Total variance			82.48%	

The result in Table 3.16 shows that the developing factors consist of Factor 1 well-matched with the teacher sense of self-efficacy dimensions (variance of 64.24%) and Factor 2 with the dimensions of teacher trust in parents and student (variance of 10.69%). Finally, the teacher academic emphasis dimension matches well with Factor 3 with a contribution of 7.55% of the variance.

3.9.3(c) Factor Analysis of Teachers' Organisational Commitment

The EFA with limiting extraction to four factors was carried out for the teachers' organisational commitment items. Table 3.17 shows the factor analysis of the teachers' organisational commitment items by using the principal component method and varimax rotation. As the primary stage, the entire 28 cases are needed for evaluating the four dimensions of teachers' organisational commitment is grouped. Afterwards, via the principle component analysis pursued by varimax orthogonal and Kaiser Normalisation, these cases were extracted into four factors. These four factors were named as:

Factor 1: Commitment to school

Factor 2: Commitment to teaching occupation

Factor 3: Commitment to teaching work

Factor 4: Commitment to work group

The result of the analysis in Table 3.17 illustrates four factors of the teachers' organisational commitment. These four factors account for roughly 63.03% of the general variance. The acquired matrix correlation pointer, Kaiser-Meyer-Olkin Test (0.93) and Sphericity Bartlett Test ($X^2 = 7813.93$, $df = 378$, $p = .00$) were significant. Therefore, the impact of multicollinearity or singularity does not take place. The outcomes verify the suitability of sampling to perform the factor analysis as well.

Table 3.17

The Structural Factor and Loading Factor of Varimax Orthogonal Teachers' Organisational Commitment

Item Numbers	Items	Factorial Loading			
		Factor 1	Factor 2	Factor 3	Factor 4
Commitment to school					
d1	I work hard for the school.	.495			
d2	I have the tendency of taking irrelevant tasks in order to stay in school.	.750			
d3	I feel proud teaching in this school.	.608			
d5	My working desire is shaped by the school.	.704			
d6	I prefer working at this school even though I have the choice of working at another school.	.607			
d9	I perceive the school as the best among the others.	.539			
d21	I want to be well-known in teaching profession	.574			
Commitment to teaching occupation					
d10	I spend time with the students on subjects (activities) related with the lesson outside the classroom.		.490		
d11	I look forward for extra courses.		.483		
d12	I have the responsibility of taking the class on time.		.785		
d13	I accomplish my task with enthusiasm.		.783		
d14	I get information about my students' family background.		.566		
d15	I try to do the best for the weak students.		.771		
d16	I enjoy teaching.		.775		
d17	I take the choice of becoming a teacher as the best decision in my life.		.833		
d18	I am proud to be a teacher		.785		
d19	I perceive the values of teaching profession more important than those of other professional values.		.651		
d20	I perceive teaching profession as the best carrier.		.529		

Table 3.17 (Continued)

Item Numbers	Items	Factorial Loading			
		Factor 1	Factor 2	Factor 3	Factor 4
Commitment to teaching work					
d4	I disapprove the applications related to teachers.			.589	
d7	I disapprove the relations that exist among the teachers in the school.			.779	
d22	I can continue teaching without the help of any funds.			.583	
Commitment to work group					
d8	I am responsible to shape the future of the school.				.454
d23	I spend time with other teachers when I am not teaching.				.676
d24	I am proud of my colleagues.				.809
d25	I have the perception of being a close friend by the other teachers at the school.				.831
d26	I regard my colleagues in the school are my close friends.				.868
d27	I have close relationship with the teachers out of school time.				.838
d28	I regard myself as the other teachers' close friend in the school.				.845
Eigen Value		1.72	11.65	1.30	2.97
Variance Percentange		6.14	41.62	4.69	10.60
KMO		.933			
Sphericity Bartlett Test		7813.931			
df		378			
Sig		.000			
Total variance		63.03%			

The result in Table 3.17 shows that the developing factors consist of Factor 1 well-matched with the commitment to school (variance of 6.14%) and Factor 2 adjusted with the dimensions of commitment to teaching occupation (variance of 41.62%). Next, Factor 3 under the dimension of commitment to teaching work (variance 4.69%) and finally, the commitment to work group dimension matches well with Factor 4 with a contribution of 10.60% of the variance.

3.9.4 Intercorrelation among Dimensions of Variables

The correlation test between the variables were performed to determine the general relationship between them. Correlation is used to show the strength and direction of the linear relationship between the two variables. Dancey and Reidy (2002) explained that the value of the correlation coefficient, $r = .10$ to $.30$ or $r = -.10$ to $-.30$ is a weak correlation; $r = .40$ to $.60$ or $r = -.40$ to $-.60$ is a moderate correlation and $r = .70$ to $.90$ or $r = -.70$ to $-.90$ is a strong correlation. Whereas for $r = 0$ there is no correlation and $r = 1$ is the perfect correlation.

In this study, researcher used the guidelines proposed by Dancey and Reidy (2002) to determine and interpret correlation coefficients.

Table 3.18

Bivariate Correlation between Dimensions of Leaders' Emotional Intelligence

No.	Dimension	Self-Awareness	Self-Management	Social Awareness	Relationship Management
1.	Self-Awareness	1			
2.	Self-Management	0.764**	1		
3.	Social Awareness	0.488**	0.611**	1	
4.	Relationship Management	0.270**	0.342**	0.246**	1

Note. **Correlation is significant at the 0.01 level (2-tailed).

By referring to Table 3.18, it was found that there was a strong and significant relationship between self-management dimension and self-awareness dimension ($r=0.764$, p -value < 0.05) and a moderate but significant relationship between social awareness dimension and self-awareness dimension ($r=0.488$, p -value < 0.05) and between social awareness dimension and self-management dimension ($r=0.611$, p -value < 0.05). Meanwhile, it was found that there was a weak but significant relationship

between relationship management dimension and other dimensions, i.e., self- awareness ($r=0.270$, p -value < 0.05), self-management ($r=0.342$, p -value < 0.05) and social awareness ($r=0.246$, p -value < 0.05).

Table 3.19

Bivariate Correlation between Dimensions of Teachers' Academic Optimism

No.	Dimension	Teacher Sense of Self -Efficacy	Teacher Trust in Parents and Students	Teacher Academic Emphasis
1.	Teacher Sense of Self-Efficacy	1		
2.	Teacher Trust in Parents and Students	0.628**	1	
3.	Teacher Academic Emphasis	0.731**	0.657**	1

Note. **Correlation is significant at the 0.01 level (2-tailed).

By referring to Table 3.19, it was found that there was a strong and significant relationship between teacher academic emphasis dimension and teacher sense of self-efficacy dimension ($r=0.731$, p -value < 0.05) and a moderate and but significant relationship between teacher trust in parents and students dimension and teacher sense of self-efficacy ($r=0.628$, p -value < 0.05) and between teacher trust in parents and students dimension and teacher academic emphasis dimension ($r=0.657$, p -value < 0.05).

Table 3.20

Bivariate Correlation between Dimensions of Teachers' Organisational Commitment

No.	Dimension	Commitment to School	Commitment to Teaching Occupation	Commitment to Teaching Work	Commitment to Work Group
1.	Commitment to School	1			
2.	Commitment to Teaching Occupation	0.630**	1		
3.	Commitment to Teaching Work	0.364**	0.151**	1	
4.	Commitment to Work group	0.677**	0.601**	0.357**	1

Note. **Correlation is significant at the 0.01 level (2-tailed).

By referring to Table 3.20, it was found that there was a moderate but significant relationship between commitment to teaching occupation dimension and commitment to school dimension ($r=0.630$, p -value < 0.05). A moderate but significant relationship also was found between the relationship of commitment to work group dimension and commitment to school ($r=0.677$, p -value < 0.05) and between commitment to work group dimension and commitment to teaching occupation dimension ($r=0.601$, p -value < 0.05). There was also a weak but significant relationship between commitment to teaching work dimension and commitment to school dimension ($r=0.364$, p -value < 0.05) and between commitment to teaching work dimension and commitment to teaching occupation dimension ($r=0.151$, p -value < 0.05). The relationship between commitment to work group dimension and commitment to teaching work dimension also found to be weak but significant ($r=0.357$, p -value < 0.05).

3.9.4(a) Relationship between Leaders' Emotional Intelligence and Teachers' Academic Optimism

Table 3.21

Bivariate Correlation between Dimensions of Leaders' Emotional Intelligence and Teachers' Academic Optimism

		Teachers' Academic Optimism		
		Teacher Sense of Self-Efficacy	Teacher Trust in Parents and Students	Teacher Academic Emphasis
Leaders' Emotional Intelligence	Self-Awareness	0.460**	0.375**	0.437**
	Self-Management	0.546**	0.427**	0.517**
	Social Awareness	0.345**	0.307**	0.418**
	Relationship	0.138**	0.157**	0.187**
	Management			

Note. **Correlation is significant at the 0.01 level (2-tailed).

The result from Table 3.21 shows the relationship between the dimensions of leaders' emotional intelligence and teachers' academic optimism. It was found that there is a moderate but significant relationship between self-awareness dimension and teacher sense of self-efficacy dimension ($r=0.460$, p -value < 0.05) and between self-awareness dimension and teacher academic emphasis dimension ($r=0.437$, p -value < 0.05). Meanwhile, relationship between self-awareness dimension and teacher trust in parents and students dimension indicated a weak but significant relationship ($r=0.375$, p -value < 0.05).

It was found that there is a moderate but significant relationship between self-management dimension and teacher sense of self- efficacy dimension ($r=0.546$, p -value < 0.05), between self-management dimension and teacher trust in parents and students dimension ($r=0.427$, p -value < 0.05) and between self-management dimension and teacher academic emphasis dimension ($r=0.517$, p -value < 0.05).

There were also a moderate but significant relationship between social awareness dimension and teacher sense of self-efficacy dimension ($r=0.345$, p -value < 0.05), between social awareness dimension and teacher trust in parents and students ($r=0.307$, p -value < 0.05) and between social awareness dimension and teacher academic emphasis dimension ($r=0.418$, p -value < 0.05).

Meanwhile, it was found that there was a weak and significant relationship between relationship management dimension and teacher sense of self-efficacy dimension ($r=0.138$, p -value < 0.05), between relationship management dimension and teacher trust in parents and students dimension ($r=0.157$, p -value < 0.05) and between relationship management dimension and teacher academic emphasis dimension ($r=0.187$, p -value < 0.05).

3.9.4(b) Relationship between Teachers' Academic Optimism and Teachers'

Organisational Commitment

Table 3.22

Bivariate Correlation between Dimensions of Teachers' Academic Optimism and Teachers' Organisational Commitment

		Teachers' Organisational Commitment			
		Commitment to School	Commitment to Teaching Occupation	Commitment to Teaching Work	Commitment to Work Group
Teachers' Academic Optimism	Teacher Sense of Self-Efficacy	0.514**	0.495**	<i>0.096</i>	0.412**
	Teacher Trust in Parents and Students	0.471**	0.396**	0.150**	0.277**
	Teacher Academic Emphasis	0.506**	0.531**	0.114**	0.386**

Note. **Correlation is significant at the 0.01 level (2-tailed).

Result from Table 3.22 shows the relationship between the dimensions of teachers' academic optimism and teachers' organisational commitment. It was found that there was a moderate but significant relationship between teacher sense of self-efficacy dimension and commitment to school ($r=0.514$, p -value < 0.05), between teacher sense of self-efficacy and commitment to teaching occupation dimension ($r=0.495$, p -value < 0.05) and between teacher sense of self-efficacy dimension and commitment to work group dimension ($r=0.412$, p -value < 0.05). However, result from Table 3.22 indicates that teacher sense of self-efficacy dimension and commitment to teaching work dimension has an insignificant correlation ($r= 0.096$, $p=.059$).

It was also found that there was a moderate but significant relationship between teacher trust in parents and students dimension and commitment to school dimension ($r=0.471$, p -value < 0.05). Meanwhile, there was a weak but significant relationship between teacher trust in parents and students dimension and commitment to teaching occupation dimension ($r=0.396$, p -value < 0.05), between teacher trust in parents and students dimension and commitment to teaching work dimension ($r=0.150$, p -value < 0.05), and between teacher trust in parents and students and commitment to work group dimension ($r=0.277$, p -value < 0.05).

Result from bivariate correlation analysis also demonstrates that there was a moderate but significant relationship between teacher academic emphasis dimension and commitment to school dimension ($r=0.506$, p -value < 0.05) and between teacher academic emphasis dimension and commitment to teaching occupation dimension ($r=0.531$, p -value < 0.05). Meanwhile, there was a weak but significant relationship between teacher academic emphasis dimension and commitment to teaching work

dimension ($r=0.114$, p -value < 0.05) and between teacher academic emphasis dimension and commitment to work group dimension ($r=0.386$, p -value < 0.05).

3.10 Summary of the Chapter

In this chapter, researcher has discussed about the research design of this study, the research framework, the population and sampling procedure utilised in this study, the instrument, the validity and reliability, the pilot study, the data collection procedures and the data analysis procedures that performed in carrying out this study. The factor analysis and correlation analysis were also done before conducting further analysis. The overall results of the analysis and findings of this study discussed in the next chapter.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter discusses the findings of the actual study that has been conducted in secondary schools in four states in northern Peninsular Malaysia, namely Perlis, Kedah, Penang and Perak. The results of the analysis and research findings presented in this chapter are intended to answer the research questions and hypotheses that have been developed. The findings of this study are divided into the descriptive analysis and inference analysis analysed using SPSS IBM Version 23. This statistical analysis covers three phases, namely a descriptive analysis, a data assumption test for multivariate analysis and a hypothesis test. This chapter aims to present the results obtained after the analysis of the field work based on the hypothesis of the study, and it begins with the introduction as the first section. The second section features a description of respondent information. In the third part of this chapter will discuss on the results of hypothesis testing that shows the influence of leaders' emotional intelligence on teachers' academic optimism and organisational commitment, the influence of teachers' academic optimism on organisational commitment, and to determine the role of teachers' academic optimism as a mediating variable on the relationship between leaders' emotional intelligence and teachers' organisational commitment. Further in the fourth section shows the results of hypothesis testing, and as the closing of this chapter, the fifth section presents the conclusion.

4.2 Description of Completed Questionnaires

In this study, the suggested minimum number of respondents according to Krejcie and Morgan (1970) were 380 and sample size calculation for the purpose of this study as presented in Chapter 3 were slightly more than that is 382. However, by taking return rate of questionnaire into consideration, a total of 608 questionnaires were distributed to the teachers from 38 secondary schools in four states of northern zone Peninsular Malaysia as a precaution. A total of 406 units of completed questionnaires were returned to the researcher. This made the return rate to be 66.78%. There were some missing questionnaires from a few schools that participated in this study. In addition, 21 of the returned questionnaires were discarded because there were excessive missing values. The usable questionnaires were thus 385 and this number of questionnaires have fulfilled the minimum number of respondents as suggested by Krejcie and Morgan (1970). Table 4.1 shows the summary of the questionnaire and the response rate.

Table 4.1

Summary of the Questionnaire Distributed and the Response Rate

Item	Remarks	% Of Distributed Questionnaires
Sample size of the study	382	
Distributed Questionnaires	608	
Returned Questionnaires	406	66.78%
Unreturned Questionnaires	202	33.22%
Usable Questionnaires	385	94.83%
Unusable Questionnaires	21	5.17%

4.3 Profile of the Respondent

Characteristics of the demographic profile included are gender, ethnicity, age, marital status, years of service in the current school, educational background and principal's gender, collected from respondents in order to provide insight into the

subjects and to help interpret the results of the analysis. Table 4.2 presents the profile of respondents.

Table 4.2

Respondent Distribution Based on Demography

Category	Description	Frequency (n=385)	Percentage (%)
Gender (n=385)	Male	138	35.8
	Female	247	64.2
Ethnic (n=385)	Malay	204	53
	Chinese	77	20
	Indian	102	26.5
	Others	2	0.5
Age (n=385)	less than 30 years	24	6.2
	30-35 years	65	16.9
	36-40 years	39	10.1
	More than 40 years	257	66.8
Marital Status (n=385)	Married	337	87.5
	Single	48	12.5
Years of Service in Current School (n=385)	Less than 6 years	148	38.4
	6-10 years	82	21.3
	11-15 years	72	18.7
	16-20 years	48	12.5
	More than 20 years	35	9.1
Educational Background (n=385)	STPM	11	2.9
	Diploma	12	3.1
	Degree	286	74.3
	Higher Degree	76	19.7
Principle's Gender (n=38)	Male	20	52.63
	Female	18	47.37

Table 4.2 shows that the majority of respondents of this study are female, i.e., 247. This figure represents 64.2 percent of the whole sample size. The rest is male, with a total of 138 (35.8 %). In terms of ethnicity, 53.0% are Malays, 26.5% Indian, 20.0% Chinese and 0.5% others ethnics. Most of the respondents age more than 40 years (66.8%), followed by 16.9% between 30-35 years, 10.1% between 36-40 years, and 6.2% age less than 30 years. These respondents are 87.5% married and 12.5% single. With regards of years of service in the current school, 38.4% has been in their service less than 6 years, followed by 21.3% between 6-10 years, 18.7% between 11-15 years, 12.5% between 16-20 years and 9.1% more than 20 years. From this data, result shows that 74.3% are degree holder, followed by 19.7% hold higher degree, 3.1% diploma holder and only 2.9% are STPM holder. Nevertheless, it was found from the study that a total of 190 respondents were led by 20 male principals (52.63%) and 195 respondents were led by 18 female principals (47.37%) in their respective schools.

4.4 Descriptive Analysis Findings

The descriptive statistics analysis was used in this study to answer research question one, research question two and research question three. This part will attempt to answer all the questions one by one by displaying the analysis and findings of descriptive statistics analysis.

The findings show the means and standard deviations for levels of emotional intelligence practiced by secondary school principals (leaders), levels of teachers' academic optimism, and level of teachers' organisational commitment among the Malaysian secondary school teachers. As mentioned in earlier, the interpretation of mean score range is according to Nunally (1986) as in Table 4.3.

Table 4.3

Interpretation of Mean Score Range

Level	Mean score
Extremely low	1.00 - 1.80
Low	1.81 - 2.60
Moderate	2.61 - 3.40
Highly moderate	3.41 - 4.20
High	4.21 - 5.00

4.4.1 Level of Teachers' Organisational Commitment in Malaysian Secondary Schools

The total sample size (teachers) involved in the study were 385. In this section, mean and standard deviation statistics were used to elaborate on the level of teachers' organisational commitment based on Nunally (1986). The Teachers' Organisational Commitment variable in this study consist of Commitment to School, Commitment to Teaching Occupation, Commitment to Teaching Work and Commitment to Work Group. There are 28 items in this variable. Table 4.4 shows the means and standard deviation of Teachers' Organisational Commitment items.

Table 4.4

Means and Standard Deviation of Teachers' Organisational Commitment Items

Dimension	No.	Items	Mean	Std. Deviation	Level
Commitment to School (CS)	CS1	I work hard for the school.	4.48	0.57	High
	CS2	I feel proud teaching in this school.	4.40	0.64	High
	CS3	My working desire is shaped by the school.	4.07	0.94	Highly moderate
	CS4	I prefer working at this school even though I have the choice of working at another school.	4.00	1.00	Highly moderate
	CS5	I perceive the school as the best among the others.	4.00	0.87	Highly moderate

Table 4.4 (Continued)

Dimension	No.	Items	Mean	Std. Deviation	Level
	CS6	I want to be well-known in teaching profession.	3.88	1.04	Highly moderate
	CS7	I have the tendency of taking irrelevant tasks in order to stay in school.	3.78	1.13	Highly moderate
		Mean	4.09	0.65	Highly moderate
Commitment to Teaching Occupation (CTO)	CTO1	I am proud to be a teacher.	4.62	0.63	High
	CTO2	I enjoy teaching.	4.56	0.67	High
	CTO3	I take the choice of becoming a teacher as the best decision in my life.	4.56	0.67	High
	CTO4	I perceive the values of the teaching profession more important than those of other professional values.	4.51	0.68	High
	CTO5	I accomplish my task with enthusiasm.	4.46	0.67	High
	CTO6	I have the responsibility of taking the class on time.	4.45	0.64	High
	CTO7	I try to do the best for the weak students.	4.41	0.66	High
	CTO8	I perceive teaching profession as the best carrier.	4.40	0.76	High
	CTO9	I get information about the students' family background.	4.10	0.79	Highly moderate
	CTO10	I look forward for extra courses.	4.05	0.97	Highly moderate
	CTO11	I spend time with the students on subjects (activities) related with the lesson outside the classroom.	4.00	0.87	Highly moderate
		Mean	4.37	0.53	High

Table 4.4 (Continued)

Dimension	No.	Items	Mean	Std. Deviation	Level
Commitment to Teaching Work (CTW)	CTW1	I can continue teaching without the help of any funds	3.33	1.18	Moderate
	CTW2	I disapprove the applications related to teachers.	3.14	1.36	Moderate
	CTW3	I disapprove the relations that exist among the teachers in the school	2.27	1.31	Low
		Mean	2.92	0.93	Moderate
Commitment to Work Group (CWG)	CWG1	I am responsible to shape the future of the school.	4.24	0.78	High
	CWG2	I am proud of my colleagues.	4.05	0.88	Highly moderate
	CWG3	I regard my colleagues in the school as my close friends.	3.99	0.95	Highly moderate
	CWG4	I spend time with other teachers when I am not teaching.	3.93	0.89	Highly moderate
	CWG5	I have the perception of being a close friend with other teachers in the school.	3.91	0.94	Highly moderate
	CWG6	I regard myself as the other teachers' close friend in the school.	3.86	0.99	Highly moderate
	CWG7	I have close relationship with the teachers out of school time.	3.82	1.03	Highly moderate
		Mean	3.97	0.79	Highly moderate
		Overall mean	4.04	0.54	Highly moderate

According to Table 4.4, the level of Teachers' Organisational Commitment in Malaysian secondary schools is at highly moderate level with the overall mean 4.04 ($SD=.54$). In addition, the findings of the study show that the level of Teachers' Organisational Commitment dimensions in Malaysian secondary schools is at the moderate, highly moderate and high level with the mean score ranging from 2.92 to 4.37. The finding shows that Commitment to Teaching Occupation ($M=4.37$, $SD=.53$)

is at the highest level, followed by Commitment to School ($M=4.09$, $SD=.65$), Commitment to Work Group ($M=3.97$, $SD=.79$) and Commitment to Teaching Work ($M=2.92$, $SD=.93$). It can be concluded that Malaysian secondary school teachers' level of Commitment to Teaching Occupation higher than other elements of Teachers' Organisational Commitment, i.e., Commitment to School, Commitment to Work Group and Commitment to Teaching Work.

The findings from Table 4.4 also shows that in every dimension of Teachers' Organisational Commitment, the level of each item is different. It was found that in Commitment to School dimension, the highest mean was 'I work hard for the school' ($M=4.48$, $SD=0.57$). Meanwhile, the lowest mean was 'I have the tendency of taking irrelevant tasks in order to stay in school' ($M=3.78$, $SD=1.13$).

In Commitment to Teaching Occupation dimension, the highest mean recorded was item 'I am proud to be a teacher' ($M=4.62$, $SD=0.63$) and also stands as the overall highest mean in Teachers' Organisation Commitment. This result clearly shows that teachers in school organisation tend to be very committed due to their proud feeling of becoming an educator. Meanwhile, the lowest mean was 'I spend time with the students on subjects (activities) related with the lesson outside the classroom' ($M=4.00$, $SD=0.87$).

In terms of Commitment to Teaching Work dimension, the highest mean was 'I can continue teaching without of the help of any funds' ($M=3.33$, $SD=1.18$), and the lowest mean was 'I disapprove the relations that exist among the teachers in the school' ($M=2.27$, $SD=1.31$).

In Commitment to Work Group dimension, the highest mean recorded was 'I am responsible to shape the future of the school' ($M=4.24$, $SD=0.78$) while the lowest

mean recorded was ‘I have close relationship with the teachers out of school time’ ($M=3.82, SD=1.03$).

In short, it can be concluded that the level of Teachers’ Organisational Commitment in Malaysian secondary schools is at highly moderate level.

4.4.2 Level of Teachers’ Academic Optimism in Malaysian Secondary Schools

Teachers’ Academic Optimism variable in this study consists of Teacher Sense of Self-Efficacy, Teacher Trust in Parents and Students and Teacher Academic Emphasis. There are nine items in this variable. Table 4.5 shows the means and standard deviation of Teachers’ Academic Optimism items.

Table 4.5

Means and Standard Deviation of Teachers’ Academic Optimism Items

Dimension	No.	Items	Mean	Std. Deviation	Level
Teacher Sense of Self-Efficacy (TS)	TS1	I can get students to follow classroom rules.	4.36	0.59	High
	TS2	I can get students to believe that they can do well in school.	4.30	0.65	High
	TS3	I can motivate students who show less interest in school work.	4.23	0.68	High
		Mean	4.30	0.59	High
Teacher Trust in Parents and Students (TT)	TT1	I trust my students.	4.29	0.71	High
	TT3	My students’ parents are reliable.	4.27	0.75	High
	TT3	Most of my students are honest.	4.02	0.71	Highly moderate
		Mean	4.20	0.64	Highly moderate

Table 4.5 (Continued)

Dimension	No.	Items	Mean	Std. Deviation	Level
Teacher Academic Emphasis (TA)	TA1	I make sure that my students to achieve academically.	4.47	0.59	High
	TA2	I set high but attainable goals for my students.	4.34	0.66	High
	TA3	I give my students challenging work.	4.33	0.65	High
Mean			4.38	0.58	High
Overall mean			4.29	0.53	High

According to Table 4.5, the mean score for the level of Teachers' Academic Optimism is 4.29 ($SD=.53$), which explains that the level of Teachers' Academic Optimism in Malaysian secondary schools is at a high level. In addition, the findings of the study show that the level of Teachers' Academic Optimism in Malaysian secondary schools is at the highly moderate and high level with the mean score ranging from 4.20 to 4.38. The finding shows that Teacher Academic Emphasis ($M=4.38$, $SD=.58$) is at the highest level followed by Teacher Sense of Self-Efficacy ($M=4.30$, $SD=.59$) and Teacher Trust in Parents and Students ($M=4.09$, $SD=.64$). It can be concluded that the level Teacher Academic Emphasis of teachers in Malaysian secondary schools is higher than other dimensions of Teachers' Academic Optimism, i.e., Teacher Sense of Self-Efficacy and Teacher Trust in Parents and Students.

The findings from Table 4.5 also show that in every dimension of Teachers' Academic Optimism, the level of each item is different. It was found that in Teacher Sense of Self-Efficacy dimension, the highest mean was 'I can get students to follow classroom rules' ($M=4.36$, $SD=0.59$) and the lowest mean was 'I can motivate students who show less interest in school work' ($M=4.23$, $SD=0.68$).

Meanwhile, in Teacher Trust in Parents and Students dimension, the highest mean recorded was item ‘I trust my students’ ($M=4.29$, $SD=0.71$) and the lowest mean was ‘Most of my students are honest’ ($M=4.02$, $SD=0.71$).

In Teacher Academic Emphasis dimension, the highest mean recorded was ‘I make sure that my students to achieve academically’ ($M=4.47$, $SD=0.59$). This item also stands as the highest mean among other items in this variable. This result shows that teachers are always being optimism and concern over students’ academic achievement in school. Meanwhile, the lowest mean recorded for Teacher Academic Emphasis was ‘I give my students challenging work’ ($M=4.33$, $SD=0.65$).

As a conclusion, it worth noting that the level of Teachers’ Academic Optimism in Malaysian secondary schools is at a high level.

4.4.3 Level of Leaders’ Emotional Intelligence in Malaysian Secondary Schools

Leaders’ Emotional Intelligence in this study consists of Self-Awareness, Self-Management, Social Awareness and and Relationship Management. There are 51 items in this variable. Table 4.6 shows the means and standard deviation of Leaders’ Emotional Intelligence items.

Table 4.6

Means and Standard Deviation of Leaders’ Emotional Intelligence Items

Dimension	No.	Items	Mean	Std. Deviation	Level
Self-Awareness (SA)	SA1	My principal shows a genuine interest in helping his/her subordinates.	4.51	0.57	High
	SA2	My principal respects values accepted in the working community.	4.46	0.57	High
	SA3	My principal is open to learn new things all the time.	4.38	0.63	High

Table 4.6 (Continued)

Dimension	No.	Items	Mean	Std. Deviation	Level
Self-Awareness (SA)	SA4	My principal welcomes difficult tasks knowing that he/she is able to meet the expectations.	4.35	0.62	High
	SA5	My principal understands his/her subordinates' goals, strengths and weaknesses.	4.34	0.62	High
	SA6	My principal's good self-knowledge enables him/her to know the time to seek help.	4.32	0.63	High
	SA7	My principal is truthful and able to speak openly about his/her visions and emotions.	4.29	0.61	High
	SA8	My principal has self-assurance that allows him/her to stand out in a group.	4.26	0.62	High
	SA9	My principal is able to see a clearer view in a complex situation and knows the best way to react.	4.25	0.61	High
	SA10	My principal welcomes constructive criticism and feedback.	4.20	0.70	Highly moderate
		Mean	4.34	0.49	High
Self-Management (SM)	SM1	My principal expects the best performance from his/her subordinates.	4.41	0.59	High
	SM2	My principal updates himself/herself with the changing demands in working life.	4.38	0.57	High
	SM3	My principal explores for opportunities rather than simply waiting for opportunities to come.	4.37	0.60	High
	SM4	My principal sets measurable and challenging goals to himself/herself.	4.36	0.58	High
	SM5	My principal has an optimistic outlook.	4.36	0.64	High
	SM6	My principal sees other people positively rather than in a negative prospect.	4.36	0.63	High
	SM7	My principal has set high standards for himself/herself.	4.36	0.60	High

Table 4.6 (Continued)

Dimension	No.	Items	Mean	Std. Deviation	Level
Self-Management (SM)	SM8	My principal sees an opportunity rather than a threat in overcoming hindrance.	4.35	0.62	High
	SM9	My principal is flexible in adapting to new challenges in a working environment.	4.35	0.61	High
	SM10	My principal is able to embody what he/she asks of his/her subordinates.	4.35	0.63	High
	SM11	My principal has set high standards for his/her subordinates.	4.35	0.61	High
	SM12	My principal stays calm and clear in a stressful situation or during a crisis.	4.35	0.63	High
	SM13	My principal sets measurable and challenging goals to his/her subordinates.	4.34	0.60	High
	SM14	My principal is able to take risks.	4.32	0.63	High
	SM15	My principal is able to adapt in demanding situations without losing his/her focus or energy	4.30	0.64	High
	SM16	My principal takes the responsibility to create work opportunities for the future.	4.30	0.66	High
	SM17	My principal remains undisturbed when confronted with a challenging situation.	4.29	0.66	High
	SM18	My principal creates active future work opportunities.	4.29	0.64	High
	SM19	My principal does not hesitate to prevent bureaucratic problems.	4.27	0.65	High
	SM20	My principal confronts unethical behaviour rather than turning a blind eye.	4.26	0.70	High
	SM21	My principal offers a sense of common purpose beyond the day to day tasks, making work exciting	4.22	0.76	High
SM22	My principal openly admits his/her mistakes or faults.	4.19	0.68	Highly moderate	
		Mean	4.32	0.50	High

Table 4.6 (Continued)

Dimension	No.	Items	Mean	Std. Deviation	Level
Social Awareness (SOA)	SOA1	My principal sees that people directly in touch with the customer or client (student, parents) will keep the relationship on the right track.	4.36	0.61	High
	SOA2	My principal ensures that customers or clients (students, parents) are getting what they need.	4.35	0.66	High
	SOA3	My principal is able to understand the guiding values and unspoken rules that operate among teachers in his/her organisation.	4.35	0.62	High
	SOA4	My principal monitor customer or client (students, parents) satisfaction carefully	4.34	0.65	High
	SOA5	My principal is able to get along with people of diverse backgrounds or from other cultures.	4.34	0.64	High
	SOA6	My principal is able to understand the political forces at work in his/her organisation.	4.33	0.67	High
	SOA7	My principal listens attentively and can grasp other person's perspective.	4.32	0.63	High
		Mean	4.43	0.58	High
Relationship Management (SM)	RM1	My principal finds just the right appeal for a given listener.	4.39	0.70	High
	RM2	My principal is able to articulate a shared mission in a way that inspire his/her subordinates.	4.20	0.68	Highly moderate
	RM3	My principal is a team player.	4.19	0.68	High
	RM4	My principal willing to give timely and constuctive feedback.	4.18	0.70	High
	RM5	My principal is able to solve conflicts between his/her subordinates	4.18	0.78	High
	RM6	My principal is capable of arguing compellingly for the things he/she sees important.	4.18	0.76	High

Table 4.6 (Continued)

Dimension	No.	Items	Mean	Std. Deviation	Level
Relationship Management (SM)	RM7	My principal is able to speak persuasively for the things he/she sees important.	4.16	0.75	High
	RM8	My principal is able to find practical ways to overcome barriers to change	4.15	0.78	High
	RM 9	In conflict situation, my principal is able to draw out all parties and understand the differing perspectives.	4.15	0.78	High
	RM10	My principal draws others into active, enthusiastic commitment to collective effort.	4.15	0.76	High
	RM 11	My principal is a strong advocate for change even in the face of opposition	4.14	0.75	High
	RM12	My principal knows how to create a network of support for a new initiative.	4.11	0.77	High
		Mean		4.17	0.63
	Overall mean		4.30	0.42	High

According to Table 4.6, the mean score for the level of Leaders' Emotional Intelligence is 4.30 ($SD=.42$), which explains that the level of Leaders' Emotional Intelligence in Malaysian secondary schools is at a high level. In addition, the finding of the study shows that the level of Leaders' Emotional Intelligence dimensions in Malaysian secondary schools is at the highly moderate to high level with the mean score ranging from 4.17 to 4.43. The finding shows that the dimension of Social Awareness obtains the highest mean score ($M=4.43$, $SD=.58$) followed by the Self-Awareness ($M=4.34$, $SD=.49$), Self-Management ($M=4.32$, $SD=.50$) and Relationship Management ($M=4.17$, $SD=.63$). Based on these findings, it can be concluded that Social Awareness level among leaders in Malaysian secondary schools is the most important aspect compared to the other dimensions, i.e., Relationship Management, Self-Awareness and Self-Management.

The finding from Table 4.6 also shows that in every dimension of Leaders' Emotional Intelligence, the level of each item is slightly different. It was found that in Self-Awareness dimension, the highest mean was 'My principal shows a genuine interest in helping his or her subordinates' ($M=4.51$, $SD=0.57$) and also stands as the highest mean in Leaders' Emotional Intelligence. This result indicated that the principals are interested in their teachers' well-being which also could inspire the teachers to be more productive and innovative. Meanwhile, the lowest mean in this dimension was 'My principal welcomes constructive criticism and feedback' ($M=4.20$, $SD=0.70$).

Meanwhile, in Self-Management dimension, the highest mean recorded was 'My principal expects the best performance from his or her subordinates' ($M=4.41$, $SD=0.59$) and the lowest mean recorded was ($M=4.19$, $SD=0.68$) under the item 'My principal openly admits his or her mistakes or faults'.

In Social Awareness dimension, the highest mean recorded was 'My principal sees that people directly in touch with the customer or client (student, parents) will keep the relationship on the right track' ($M=4.46$, $SD=0.61$). Meanwhile, the lowest mean was 'My principal listens attentively and can grasp other person's perspective' ($M=4.37$, $SD=0.76$).

In terms of Relationship Management dimension, the highest mean was 'My principal finds just the right appeal for a given listener' ($M=4.20$, $SD=0.70$). Meanwhile, the lowest mean was 'My principal knows how to create a network of support for a new initiative' ($M=4.11$, $SD=0.77$).

In sum, in terms leaders' emotional intelligence of Malaysian secondary schools, it can be ascertained that the level of Leaders' Emotional Intelligence in Malaysian secondary schools is at a high level.

4.5 Inferential Analysis Findings

The inferential statistics analysis was used in this study to answer research question four to research question nine and hypotheses that were constructed corresponded to the research questions. In detail, with a total sample of 385 in the present study, an independent t-test was used on research questions four and five to test the differences of research variables based on the background information of the respondent. For this test, the researcher did not include the control variable in the analysis because it was not of primary interest to the study as well as irrelevant to the objectives of the study. Next, linear multiple regression analysis method was utilised to answer research questions six, seven and eight to investigate the influence of the dependent variables upon the independent variable, i.e., the influence of leaders' emotional intelligence on teachers' academic optimism, the influence of leaders' emotional intelligence on teachers' organisational commitment and the influence of teachers' academic optimism on teachers' organisational commitment. Finally, the hierarchical multiple regression according to Baron and Kenny (1986) and Hayes multiple regression analysis with bootstrapping technique (Hayes, 2013) were utilised in order to test whether or not the teachers' academic optimism plays a role as a mediator in the relationship between leaders' emotional intelligence and teachers' organisational commitment.

4.5.1 Difference of Leaders' Emotional Intelligence Based on Gender

Total schools involved in this study were 38 schools from four states in northern region of peninsular Malaysia. Total numbers of respondents from 38 schools were 385 teachers. A total of 190 respondents were led by 20 male principals and 195 respondents were led by 18 female principals from their respective schools.

In order to test H_{01} , the independent t-test was utilised to test the significant difference of emotional intelligence between male and female leaders. Table 4.7(a) shows the descriptive analysis of the mean score of Leaders' Emotional Intelligence and its dimensions between male and female leaders in Malaysian secondary schools. The mean score values indicate the there is slightly different in the level of Leaders' Emotional Intelligence and its dimensions between male and female Malaysian secondary school leaders.

Further, Table 4.7(b) shows the result of the t-test for Leaders' Emotional Intelligence and its dimensions between male and female leaders. Table 4.7(b) shows that there is no significant difference between male and female Leaders Emotional Intelligence ($t=.13, p=.90$). The t-test also shows that there is no significant difference between male and female leaders in each Leaders' Emotional Intelligence dimensions namely; Self-Awareness ($t=1.00, p=.32$); Self-Management ($t=1.03, p=.32$); Social Awareness ($t=.09, p=.93$.) and Relationship Management ($t=-1.84, p=.07$). The findings in Table 4.8(b) shows that the gender of leaders has no impact on their emotional intelligence. Thus, H_{01} , there is no significant difference of leaders' emotional intelligence based on gender is supported.

Table 4.7(a) shows the mean and standard deviation score of Leaders' Emotional Intelligence and its dimensions based on gender in Malaysian secondary schools.

Table 4.7(a)

The Level of Emotional Intelligence between Male and Female Leaders

Dimensions	Gender	Mean	Std. Deviation
Self-Awareness	Male	4.36	0.50
	Female	4.31	0.47
Self- Management	Male	4.35	0.46
	Female	4.30	0.53
Social Awareness	Male	4.43	0.54
	Female	4.43	0.61
Relationship Management	Male	4.12	0.62
	Female	4.22	0.62
Leaders' Emotional Intelligence	Male	4.341	0.39
	Female	4.30	0.46

Table 4.7(b) shows the result of the the independent sample t-test for Leaders' Emotional Intelligence and its dimensions based on gender in Malaysian secondary schools.

Table 4.7(b)

The Independent Sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Self-Awareness	.013	.91	1.00	383	.32
Self- Management	4.38	.04	1.03	383	.32
Social Awareness	2.28	.13	.09	383	.93
Relationship Management	1.45	.23	-1.84	383	.07
Leaders' Emotional Intelligence	6.16	.01	.13	383	.90

Note. * The mean difference is significant at the .05 level.

4.5.2 Difference of Organisational Commitment among Teachers based on Their Demographic Background (gender, age, years of service in the current)

In order to test H_{02} , the independent sample t-test was again utilised to test the significant difference of organisational commitment among teachers based on their demographic background (gender, age, and years of service in the current school).

a) Gender

Table 4.8(a) shows the descriptive analysis of the mean score of Teachers' Organisational Commitment and its dimensions based on gender in Malaysian secondary schools. The mean score values indicate that there is slightly different in the level of Teachers' Organisational Commitment and its dimensions based on gender.

Further, Table 4.8(b) shows the result of the t-test for Teachers' Organisational Commitment and its dimensions based on gender. Table 4.8(b) shows that there is no significant difference of organisational commitment among teachers based on their gender ($t = -.615, p = .54$). The t-test also shows that there is no significant difference based on gender in each Teachers' Organisational Commitment dimensions namely; Commitment to School ($t = -.338, p = .74$); Commitment to Teaching Occupation ($t = .313, p = .75$); Commitment to Teaching Work ($t = -.616, p = .54$) and Commitment to Work Group ($t = -1.41, p = .16$). The findings in Table 4.8(b) shows that the gender of teachers has no impact on their organisational commitment. Thus, there is no significant difference of organisational commitment among teachers based on gender.

Table 4.8(a)

The Level of Teachers' Organisational Commitment based on Gender

Dimensions	Gender	Mean	Std. Deviation
Commitment to School	Male	4.07	0.71
	Female	4.09	0.61
Commitment to Teaching Occupation	Male	4.38	0.52
	Female	4.37	0.54
Commitment to Teaching Work	Male	2.88	1.00
	Female	2.94	0.90
Commitment to Work Group	Male	3.89	0.94
	Female	4.01	0.70
Teachers' Organisational Commitment	Male	4.02	0.60
	Female	4.06	0.50

Table 4.8(a) shows the mean and standard deviation score of Teachers' Organisational Commitment and its dimensions based on gender in Malaysian secondary schools.

Table 4.8(b)

The Independent Sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Commitment to School	2.42	.12	-.338	383	.74
Commitment to Teaching Occupation	.035	.852	.313	383	.75
Commitment to Teaching Work	3.85	.05	-.616	383	.54
Commitment to Work Group	27.78	.000	-1.41	383	.16
Teachers' Organisational Commitment	9.30	.00	-.615	383	.54

Note. * The mean difference is significant at the .05 level.

Table 4.8(b) shows the result of the independent sample t-test Teachers' Organisational Commitment and its dimensions based on gender in Malaysian secondary schools.

b) Age

Table 4.9(a) shows the descriptive analysis of the mean score of Teachers' Organisational Commitment and its dimensions based on age in Malaysian secondary schools. The mean score values indicate that there is slightly different in the level of Teachers' Organisational Commitment and its dimensions based on their age.

Further, Table 4.9(b) shows the result of the t-test for Teachers' Organisational Commitment and its dimensions based on age. Table 4.9(b) shows that there is no significant difference of organisational commitment among teachers based on their age ($t = -1.50, p = .13$). The t-test also shows that there is no significant difference based on age in each Teachers' Organisational Commitment dimensions namely; Commitment to School ($t = -1.059, p = .29$); Commitment to Teaching Occupation ($t = .878, p = .38$); Commitment to Teaching Work ($t = -.764, p = .45$) and Commitment to Work Group ($t = -1.890, p = .06$). The findings in Table 4.9(b) shows that the age of teachers has no impact on their organisational commitment. Thus, there is no significant difference of organisational commitment among teachers based on age.

Table 4.9(a)

The Level of Teachers' Organisational Commitment based on Age

Dimensions	Age	Mean	Std. Deviation
Commitment to School	40 years and below	4.04	0.64
	41 years and above	4.11	0.65
Commitment to Teaching Occupation	40 years and below	4.34	0.58
	41 years and above	4.39	0.51
Commitment to Teaching Work	40 years and below	2.86	0.84
	41 years and above	2.94	0.97
Commitment to Work Group	40 years and below	3.86	0.83
	41 years and above	4.02	0.77
Teachers' Organisational Commitment	40 years and below	3.99	0.55
	41 years and above	4.07	0.53

Table 4.9(a) shows the mean and standard deviation score of Teachers' Organisational Commitment and its dimensions based on age in Malaysian secondary schools.

Table 4.9(b)

The Independent Sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Commitment to School	.373	.542	-1.059	383	.290
Commitment to Teaching Occupation	.765	.382	-.878	383	.380
Commitment to Teaching Work	2.792	.096	-.764	383	.446
Commitment to Work Group	.442	.506	-1.890	383	.060
Teachers' Organisational Commitment	.023	.881	-1.50	383	.134

Note. * The mean difference is significant at the .05 level.

Table 4.9(b) shows the result of the the independent sample t-test Teachers' Organisational Commitment and its dimensions based on age in Malaysian secondary schools.

c) Years of service in the current school

Table 4.10(a) shows the descriptive analysis of the mean score of Teachers' Organisational Commitment and its dimensions based on years of service in the current school in Malaysian secondary schools. The mean score values indicate that there is slightly different in the level of Teachers' Organisational Commitment and its dimensions based on their years of service in the current school.

Further, Table 4.10(b) shows the result of the t-test for Teachers' Organisational Commitment and its dimensions based on their years of service in the current school. Table 4.10(b) shows that there is no significant difference of organisational commitment among teachers based on years of service in the current school ($t = -1.410$, $p = .16$). The t-test also shows that there is no significant difference based on years of service in the current school in each Teachers' Organisational Commitment dimensions namely; Commitment to School ($t = -1.683$, $p = .09$); Commitment to Teaching Occupation ($t = .823$, $p = .41$); Commitment to Teaching Work ($t = -.332$, $p = .74$) and Commitment to Work Group ($t = -1.740$, $p = .08$). The findings in Table 4.10(b) show that the years of service in the current school of teachers has no impact on their organisational commitment. Thus, there is no significant difference of organisational commitment among teachers based on years of service in the current school.

Table 4.10(a)

The Level of Teachers' Organisational Commitment based on Years of Service in the Current School

Dimensions	Age	Mean	Std. Deviation
Commitment to School	10 years and below	4.04	0.66
	11 years and above	4.15	0.62
Commitment to Teaching Occupation	10 years and below	4.35	0.56
	11 years and above	4.40	0.50
Commitment to Teaching Work	10 years and below	2.93	0.90
	11 years and above	2.90	0.98
Commitment to Work Group	10 years and below	3.91	0.80
	11 years and above	4.06	0.78
Teachers' Organisational Commitment	10 years and below	4.01	0.55
	11 years and above	4.09	0.51

Table 4.10(a) shows the mean and standard deviation score of Teachers' Organisational Commitment and its dimensions based on years of service in the current school in Malaysian secondary schools.

Table 4.10(b)

The Independent Sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Commitment to School	.010	.919	-1.683	383	.093
Commitment to Teaching Occupation	1.31	.253	-.823	383	.411
Commitment to Teaching Work	1.863	.173	.332	383	.740
Commitment to Work Group	.013	.908	-1.740	383	.083
Teachers' Organisational Commitment	.408	.523	-1.410	383	.159

Note. * The mean difference is significant at the .05 level.

Table 4.10(b) shows the result of the the independent sample t-test Teachers' Organisational Commitment and its dimensions based on years of service in the current school in Malaysian secondary schools.

Overall, the findings in Table 4.8(b), Table 4.9 (b) and Table 4.10(b) show that the gender, age and years of service in the current school under the demographic background of teachers has no influence on their organisational commitment. Thus, H_{02} , there is no significant difference of organisational commitment among teachers based on their demographic background (gender, age and years of service in the current school) is supported.

4.5.3 Influence of Leaders' Emotional Intelligence on Teachers' Organisational Commitment

To study the influence of Leaders' Emotional Intelligence on Teachers' Organisational Commitment, multiple regression analysis has been used. Result of regression analysis is as shown in Table 4.11 (a).

Table 4.11(a)

Result of Regression Analysis

Leaders' Emotional Intelligence	Teachers' Organisational Commitment (β value)	P value
Predictor		
Self-Awareness	-.035	.631
Self-Management	.529*	.000
Social Awareness	.093	.076
Relationship Management	-.039	.313
R	0.573	
R ²	0.328	
Adjusted R ²	0.321	
F value	46.374	

Note. *significant at $p < .05$ level.

Table 4.11(a) shows the findings of the regression analysis in order to assess the influence of the four dimensions of Leaders' Emotional Intelligence on the level of Teachers' Organisational Commitment in Malaysian secondary schools. Based on the findings, the value of $R^2 = .328$ indicates that only 32.8% of the Teachers' Organisational Commitment level is influenced by Leaders' Emotional Intelligence. Findings shows dimension Self-Management is the only significant predictor to Teachers' Organisational Commitment ($\beta = .529, p = .00$).

From these finding, it can be concluded that one dimension of Leaders' Emotional Intelligence has a significant influence on the Teachers' Organisational Commitment level in Malaysian secondary schools. Thus, H_{03} is rejected.

The next step in obtaining a clear picture of this decision, the analysis of the influence of each dimension of Leaders' Emotional Intelligence on the dimensions of the Teachers' Organisational Commitment was analysed and shown in Table 4.11 (b). All dimensions in Leaders' Emotional Intelligence have been regressed with the criterion variable. As a result of regression analysis are as shown in Table 4.11 (b).

Table 4.11(b)

Result of Regression Analysis

Leaders' Emotional Intelligence	Commitment to School (β value)	Commitment to Teaching Occupation (β value)	Commitment to Teaching Work (β value)	Commitment to Work group (β value)
Predictor				
Self-Awareness	.001	.046	.121	.013
Self-Management	.678*	.447*	.021	.726*
Social Awareness	.098	.140*	.058	.028
Relationship Management	-.049	.057	.063	-.043

Table 4.11(b) (Continued)

Leaders' Emotional Intelligence	Commitment to School (β value)	Commitment to Teaching Occupation (β value)	Commitment to Teaching Work (β value)	Commitment to Work group (β value)
R	0.569	0.544	0.117	0.466
R ²	0.324	0.296	0.014	0.217
Adjusted R ²	0.317	0.288	0.003	0.209
F value	45.539	39.857	1.310	26.307

Note. *significant at $p < .05$ level.

Table 4.11(b) shows the findings of the regression analysis in order to assess the influence of each dimension of Leaders' Emotional Intelligence on each dimension of Teachers' Organisational Commitment in Malaysian secondary schools. Analysis result shows the value of $R^2 = .569$ which indicates that 56.9% of the Commitment to School level is influenced by all the dimensions of Leaders' Emotional Intelligence. Result from Table 4.11 (b) shows that Self-Management ($\beta = 0.678$, p -value < 0.05) has significant influence on Commitment to School. By assessing the beta (β) value, it can be seen that Self-Management has a very strong influence on Commitment to School.

Table 4.11(b) also shows value of $R^2 = .296$ which indicates that 29.6% of the Commitment to Teaching Occupation is influenced by all the dimensions of Leaders' Emotional Intelligence. Analysis result shows that only two dimensions of Leaders' Emotional Intelligence namely the Self-Management ($\beta = 0.447$, p -value < 0.05) and Social Awareness ($\beta = 0.140$, p -value < 0.05) contribute positively and significantly to Commitment to Teaching Occupation. By assessing the beta (β) value, it can be seen that Self-Management has stronger influence than Social Awareness on Commitment to Teaching Occupation.

Meanwhile, result of analysis shows value of $R^2 = .014$ which indicates that only 1.4% of the Commitment to Teaching Work is influenced by all the dimensions of Leaders' Emotional Intelligence. Results shows that there is no significant influence of any Leaders' Emotional Intelligence dimensions on Commitment to Teaching Work. Therefore, there is no influence of Leaders' Emotional Intelligence on Commitment to Teaching Work.

Analysis from Table 4.11(b) also shows value of $R^2 = .217$ which indicates that 21.7% of the Commitment to Work group level is influenced by all the dimensions of Leaders' Emotional Intelligence. Results shows that only one dimension of Leaders' Emotional Intelligence which is the Self-Management ($\beta = 0.726$, $p\text{-value} < 0.05$) contribute positively and significantly to Commitment to the Work Group.

4.5.4 Influence of Leaders' Emotional Intelligence on Teachers' Academic Optimism

To study the influence of Leaders' Emotional Intelligence on Teachers' Academic Optimism, multiple regression analysis has been used. Leaders' Emotional Intelligence dimensions have been regressed with the criterion variable. Result of regression analysis are as shown in Table 4.12(a).

Table 4.12(a)

Result of Regression Analysis

Leaders' Emotional Intelligence	Teachers' Academic Optimism (β value)	P value
Predictor		
Self-Awareness	.137	.057
Self-Management	.458*	.000
Social Awareness	.055	.288
Relationship Management	-.012	.754
R	0.567	
R ²	0.322	
Adjusted R ²	0.314	
F value	45.040	

Note. *significant at $p < .05$ level.

Table 4.12(a) shows the findings of the regression analysis in order to assess the influence of the four dimensions of Leaders' Emotional Intelligence on the level of Teachers' Academic Optimism in Malaysian secondary schools. Based on the findings, the value of $R^2 = .322$ indicates that only 32.2% of the Teachers' Academic Optimism level is influenced by Leaders' Emotional Intelligence. Findings shows Self-Management ($\beta = .458, p = .00$) dimension is the only significant predictors for Teachers' Academic Optimism. From these finding, it can be concluded that one dimension of Leaders' Emotional Intelligence has a significant influence on the Teachers' Academic Optimism level in Malaysian secondary schools. Thus, H_{04} is rejected.

The next step in obtaining a clear picture of this decision, the analysis of the influence of each dimension of Leaders' Emotional Intelligence on the dimensions of the Teachers' Academic Optimism was analysed and shown in Table 4.12 (b). All dimensions in Leaders' Emotional Intelligence have been regressed with the criterion variable. Result of regression analysis are as shown in Table 4.12(b).

Table 4.12(b)

Result of Regression Analysis

Leaders' Emotional Intelligence	Teacher Sense of Self- Efficacy (β value)	Teacher Trust in Parents and Students (β value)	Teacher Academic Emphasis (β value)
Predictor			
Self-Awareness	.126	.158	.152
Self-Management	.588*	.390*	.396*
Social Awareness	-.023	.052	.138*
Relationship Management	-.053	.016	.007
R	0.533	0.435	0.531
R ²	0.306	0.189	0.282
Adjusted R ²	0.299	0.181	0.275
F value	41.865	22.204	37.346

Note. *significant at $p < .05$ level.

Table 4.12(b) shows the findings of the regression analysis in order to assess the influence of each dimension of Leaders' Emotional Intelligence on each dimension of Teachers' Academic Optimism in Malaysian secondary schools. Analysis result shows the value of $R^2 = .306$ which indicates that 30.6% of the Teacher Sense of Self- Efficacy level is influenced by all the dimensions of Leaders' Emotional Intelligence. Result from Table 4.12 (b) shows that only one dimension of Leaders' Emotional Intelligence namely the Self-Management ($\beta = 0.588$, p -value < 0.05) has significant influence on Teacher Sense of Self- Efficacy. By assessing the beta (β) value, it can be seen that Self-Management has a very strong influence on Teacher Sense of Self- Efficacy.

Table 4.12 (b) also shows value of $R^2 = .189$ which indicates that 18.9% of the Teacher Trust in Parents and Students is influenced by all the dimensions of Leaders' Emotional Intelligence. Analysis result shows that one dimension of Leaders' Emotional Intelligence namely the Self-Management ($\beta = 0.390$, p -value < 0.05) contributes positively and significantly to Teacher Trust in Parents and Students. By

assessing the beta (β) value, it can be seen that Self-Management has a very strong influence on Teacher Trust in Parents and Students.

Meanwhile, the result of the analysis shows the value of $R^2 = .282$ which indicates that 28.2% of the Teacher Academic Emphasis is influenced by all the dimensions of Leaders' Emotional Intelligence. Analysis results show that only two dimensions of Leaders' Emotional Intelligence namely the Self-Management ($\beta=0.396$, p -value < 0.05) and Social Awareness ($\beta=0.138$, p -value < 0.05) contribute positively and significantly to Teacher Academic Emphasis. By assessing the beta (β) value, it can be seen that Self-Management has stronger influence than Social Awareness on Teacher Academic Emphasis.

4.5.5 Influence of Teachers' Academic Optimism on Teachers' Organisational Commitment

To study the influence of Teachers' Academic Optimism on Teachers' Organisational Commitment, multiple regression analysis has been used. Teachers' Academic Optimism dimensions have been regressed with the criterion variable. Result of regression analysis are as shown in Table 4.13(a).

Table 4.13(a)

Result of Regression Analysis

	Teachers' Organisational Commitment (β value)	<i>P</i> value
Predictor		
Teacher Sense of Self-Efficacy	.244*	.000
Teacher Trust in Parents and Students	.064	.192
Teacher Academic Emphasis	.259*	.000
R	0.563	
R ²	0.317	
Adjusted R ²	0.312	
F value	58.958	

Note. *significant at $p < .05$ level.

Table 4.13(a) shows the findings of the regression analysis in order to assess the influence of the three dimensions of Teachers' Academic Optimism on the level of Teachers' Organisational Commitment in Malaysian secondary schools. Based on the findings, the value of $R^2 = .317$ indicates that only 31.7% of the Teachers' Organisational Commitment level is influenced by Teachers' Academic Optimism. Findings show two dimensions are significant predictors, namely Teacher Sense of Self-Efficacy ($\beta = .244$, $p = .01$) and Teacher Academic Emphasis ($\beta = .259$, $p = .00$). From these finding, it can be concluded that two dimensions of Teachers' Academic Optimism have a significant influence on the Teachers' Organisational Commitment level in Malaysian secondary schools. Thus, H_{05} is rejected.

The next step in obtaining a clear picture of this decision, the analysis of the influence of each dimension of Teachers' Academic Optimism on the dimensions of the Teachers' Organisational Commitment was analysed and shown in Table 4.13(b). All

dimensions in Teachers' Academic Optimism have been regressed with the criterion variable. Result of regression analysis are as shown in Table 4.13(b).

Table 4.13(b)

Result of Regression Analysis

Teachers Academic Optimism	Commitment to School (β value)	Commitment to Teaching Occupation (β value)	Commitment to Teaching Work (β value)	Commitment to Work Group (β value)
Predictor				
Teacher Sense of Self-Efficacy	.281*	.201*	-.025	.391*
Teacher Trust in Parents and Students	.179*	.021	.197*	-.041
Teacher Academic Emphasis	.229*	.325*	.058	.270*
R	0.563	0.554	0.152	0.431
R ²	0.317	0.307	0.023	0.186
Adjusted R ²	0.312	0.301	0.015	0.179
F value	58.962	56.240	2.990	28.936

Note. *significant at $p < .05$ level.

Table 4.13(b) shows the findings of the regression analysis in order to assess the influence of each dimension of Teachers' Academic Optimism on each dimension of Teachers' Organisational Commitment in Malaysian secondary schools. The analysis result shows the value of $R^2 = .317$ which indicates that 31.7% of the Commitment to School level is influenced by all the dimensions of Teachers' Academic Optimism. Result from Table 4.13 (b) shows that all three dimensions of Teachers' Academic Optimism, i.e., Teacher Sense of Self-Efficacy ($\beta=0.281$, p -value < 0.05), Teacher Trust in Parents and Students ($\beta=0.179$, p -value < 0.05) and Teacher Academic Emphasis ($\beta=0.229$, p -value < 0.05) have significant influence on Commitment to School. By assessing the beta (β) value, it can be seen that Teacher Sense of Self- Efficacy has the

strongest influence on Commitment to School compared to Teacher Trust in Parents and Students and Teacher Academic Emphasis.

Table 4.13(b) also shows the value of $R^2 = .307$ which indicates that 30.7% of the Commitment to Teaching Occupation is influenced by all the dimensions of Teachers' Academic Optimism. The analysis result shows that only two dimensions of Teachers' Academic Optimism namely the Teacher Sense of Self-Efficacy ($\beta = 0.201$, p -value < 0.05), and Teacher Academic Emphasis ($\beta = 0.325$, p -value < 0.05) contribute positively and significantly to Commitment to Teaching Occupation. By assessing the beta (β) value, it can be seen that the Teacher Academic Emphasis has stronger influence than Teacher Sense of Self- Efficacy.

Meanwhile, the result of analysis shows value of $R^2 = .023$ which indicates that only 2.3% of the Commitment to Teaching Work is influenced by all the dimensions of Teachers' Academic Optimism. Results show that there is only one dimension of Teachers' Academic Optimism that has a significant influence on Commitment to Teaching Work which is the Teacher Trust in Parents and Students ($\beta = 0.197$, p -value < 0.05).

Analysis from Table 4.13(b) also shows the value of $R^2 = .186$ which indicates that 18.6% of the Commitment to Work Group level is influenced by all the dimensions of Teachers' Academic Optimism. Results show that two dimensions of Teachers' Academic Optimism that is the Teacher Sense of Self -Efficacy ($\beta = 0.391$, p -value < 0.05) and Teacher Academic Emphasis ($\beta = 0.270$, p -value < 0.05) contribute positively and significantly to Commitment to Work Group. By assessing the beta (β) value, it can be seen that the Teacher Sense of Self- Efficacy has a stronger influence than the Teacher Academic Emphasis.

4.6 Mediation Analysis Findings

The mediation statistics analysis was used in this study to answer research question nine and hypothesis that was constructed corresponded to the research question. Using size sample of 385, hierarchical multiple regression was utilised according to Baron and Kenny (1986). In addition, in order to obtain further robustness to the findings, the Hayes PROCESS method has also been used with the suggested macro through using SPSS. Therefore, Hayes Multiple Regression Analysis with sample bootstrap 5000 was used (Hayes, 2013).

4.6.1 Mediating Role of Teachers' Academic Optimism on the Relationship between Leaders' Emotional Intelligence and Teachers' Organisational Commitment in Malaysian Secondary Schools

This study aims to identify the mediating influence of Teachers' Academic Optimism on the relationship between Leaders' Emotional Intelligence and Teachers' Organisational Commitment. Hierarchical multiple regressions (HMRA) have been utilised to test the mediating role of Teachers' Academic Optimism. The result of the HMRA is illustrated in three steps: the first step to show the influence of X-Y. The second step is to test the influence of the M-Y. The third step is to test the mediating influence of M on the relationship between X-Y.

In order to follow the four conditions, set by Baron and Kenny (1986), the first step is to carry out regression analysis of Leaders' Emotional Intelligence on Teachers' Organisational Commitment. By referring to the previous analysis as shown in Table 4.11(b), it was found that dimension Self-Awareness and Relationship Management did not contribute positively and significantly to any dimension in Teachers' Organisational

Commitment. It was found that Self-Management contribute significantly to Commitment to School ($\beta=0.678$, p -value < 0.05) followed by Commitment to Teaching Occupation ($\beta=0.447$, p -value < 0.05) and Commitment to Work Group ($\beta=0.726$, p -value < 0.05). Meanwhile, Social Awareness was found to be positive and significant contributor to Commitment to Teaching Occupation ($\beta=0.140$, p -value < 0.05).

For the second step, regression analysis of mediating variable, the Teachers' Academic Optimism on the dependent variable, the Teachers' Organisational Commitment was performed. By referring to Table 4.13 (b) in previous analysis, result reveals that Teacher Sense of Self-Efficacy contribute positively and significantly to Commitment to School ($\beta=0.281$, p -value < 0.05), Commitment to Teaching Occupation ($\beta=0.201$, p -value < 0.05) and Commitment to Work Group ($\beta=0.391$, p -value < 0.05). Meanwhile, it was also found that Teacher Trust in Parents and Students contribute positively and significantly only to Commitment to School ($\beta=0.179$, p -value < 0.05). Teacher Academic Emphasis was found contribute positively and significantly to Commitment to School ($\beta=0.229$, p -value < 0.05), Commitment to Teaching Occupation ($\beta=0.325$, p -value < 0.05) and Commitment to Work Group ($\beta=0.270$, p -value < 0.05).

In the third step, regression analysis was conducted using dimension in Leaders' Emotional Intelligence as an independent variable on the mediator variable, Teachers' Academic Optimism dimension. By referring to Table 4.12 (b) in previous analysis, it was found that dimension Self-Awareness and Relationship Management did not contribute positively and significantly to any dimension in Teachers' Academic Optimism. It was found that Self-Management contribute positively and significantly

to Teacher Sense of Self-Efficacy ($\beta=0.588$, p -value < 0.05) followed by Teacher Trust in Parents and Students ($\beta=0.390$, p -value < 0.05) and Teacher Academic Emphasis ($\beta=0.396$, p -value < 0.05). Findings also demonstrate Social Awareness contribute positively and significantly to Teacher Academic Emphasis ($\beta=0.138$, p -value < 0.05).

Referring from the first to the third step, the researcher identified that only a few dimensions of Leaders' Emotional Intelligence and all three dimensions Teachers' Academic Optimism have fulfilled significant conditions for mediating test. The significant dimensions for mediator test are summarised in Figure 4.1 and Figure 4.2(i) and (ii) and Figure 4.3.

According to Figure 4.1, only one dimension of Leaders' Emotional Intelligence, i.e., Self-Management and all dimension of Teachers' Academic Optimism, i.e., Teacher Sense of Self-Efficacy, Teacher Trust in Parents and Students and Teacher Academic Emphasis have fulfilled the significant conditions for mediating test in Dimension 1 of Teachers' Organisational Commitment, i.e., Commitment to School. Thus, the mediator test is carried out for these variables.

Dimension 1: Commitment to School

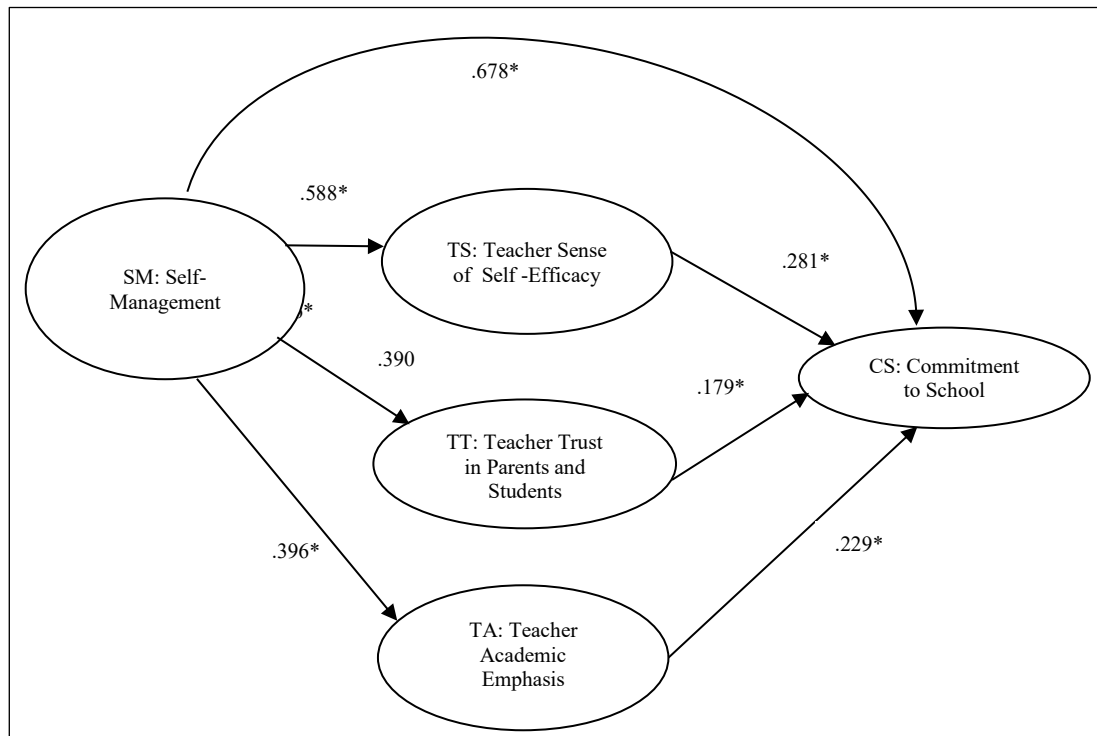


Figure 4.1. Summary of variables identification for mediator test (in Dimension 1 of Teachers' Organisational Commitment: Commitment to School).

Based on Figure 4.1, the mediator tests are based on:

- i. The mediating role of Teacher Sense of Self -Efficacy on the relationship between Self- Management and Commitment to School.
- ii. The mediating role of Teacher Trust to Students and Parents on the relationship between Self-Management and Commitment to School.
- iii. The mediating role of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to School.

Dimension 2: Commitment to Teaching Occupation

According to Figure 4.2 (i) and Figure 4.2 (ii), two dimensions of Leaders' Emotional Intelligence, i.e., Self-Management and Social Awareness and two

dimensions of Teachers' Academic Optimism, i.e., Teacher Sense of Self-Efficacy and Teacher Academic Emphasis have fulfilled the significant conditions for mediating test in Dimension 2 of Teachers' Organisational Commitment, i.e., Commitment to Teaching Occupation. Thus, the mediator test is carried out for these variables.

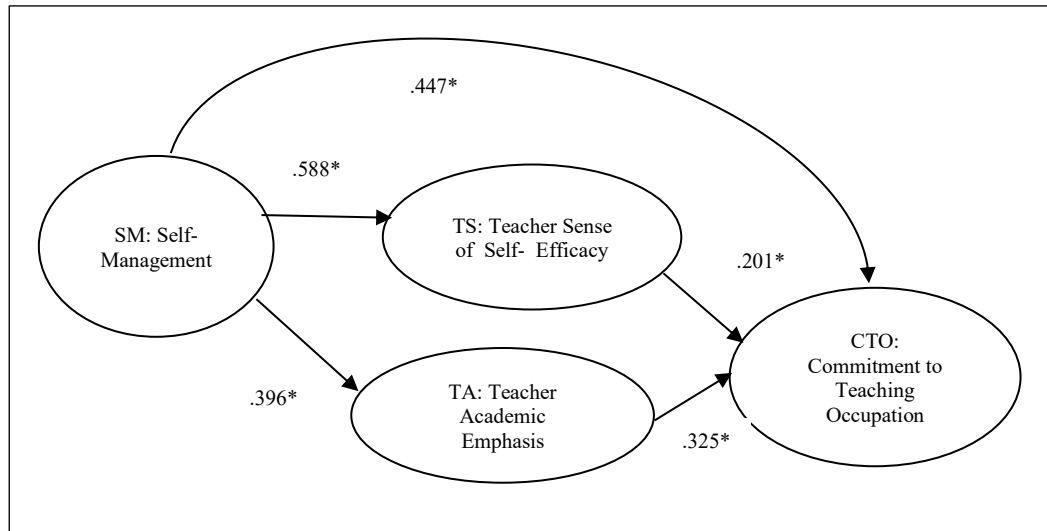


Figure 4.2 (i)

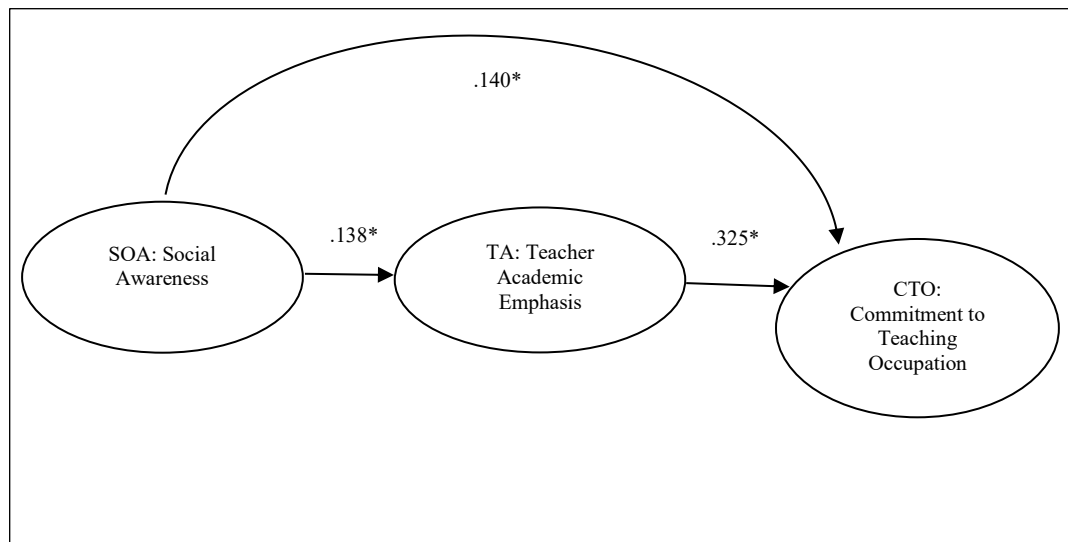


Figure 4.2 (ii)

Figure 4.2.(i) and Figure 4.2.(ii). Summary of the variables identification for the mediator test (for Dimension 2 of Teachers' Organisational Commitment: Commitment to Teaching Occupation).

Based on Figure 4.2 (i), the mediator tests are based on:

- i. The mediating role of Teacher Sense of Self-Efficacy on the relationship between Self- Management and Commitment to the Occupation.
- ii. The mediating role of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to Teaching Occupation.

Based on Figure 4.2 (ii), the mediator tests are based on:

- i. The mediating role of Teacher Academic Emphasis on the relationship between Social Awareness and Commitment to the Occupation.

Dimension 4: Commitment to Work Group

According to Figure 4.3, only one dimension of Leaders' Emotional Intelligence, i.e., Self-Management and two dimensions of Teachers' Academic Optimism, i.e., Teacher Sense of Self-Efficacy and Teacher Academic Emphasis have fulfilled the significant conditions for mediating test in Dimension 4 of Teachers' Organisational Commitment, i.e., Commitment to Work Group. Thus, the mediator test is carried out for these variables.

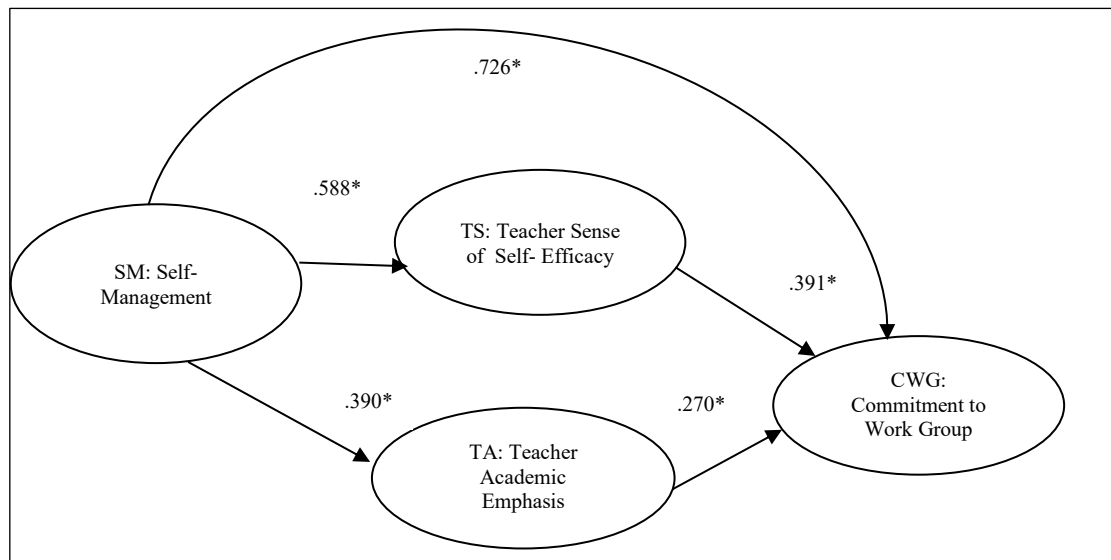


Figure 4.3. Summary of variables identification for mediator test (in Dimension 4 of Teachers' Organisational Commitment: Commitment to Work Group).

Based on Figure 4.3, the mediator tests are based on:

- i. The mediating role of Teacher Sense of Self-Efficacy on the relationship between Self-Management and Commitment to Work Group.
- ii. The mediating role of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to Work Group.

The Analyses

i. Mediating role of Teacher Sense of Self-Efficacy on the relationship between Self-Management and Commitment to School

Table 4.14 shows that the results of hierarchical multiple regressions are as follow: three steps are conducted to test the mediating influence of Teacher Sense of Self-Efficacy on the relationship between Self-Management and Commitment to School. In Step 1, the result shows Self-Management has a significant influence on Commitment to School ($\beta=.564, p<.05$). The result in the Step 2, shows that the Teacher

Sense of Self-Efficacy has a significant influence on Commitment to School ($\beta=.514$, $p<.05$), and the result in the Step 3, shows that Self-Management ($\beta=.403$, $p<.05$) and Teacher Sense of Self-Efficacy ($\beta=.294$, $p<.05$) has significant influence of Commitment to School. The findings from Table 4.14 revealed that the β value of Self-Management in Step 3 **decreased** compared to the β value in Step 1 ($\beta =.564^*$ to $\beta =.403^*$). Therefore, the result of the hierarchical regression analyses explains that the Teacher Sense of Self-Efficacy acts as a partial mediator between the relationship of Self-Management and Commitment to School.

Table 4.14

Teacher Sense of Self -Efficacy as a Mediator between the Relationship of Self-Management and Commitment to School

Variable	Commitment to School (β value)	Commitment to School (without Teacher Sense of Self-Efficacy) (β value)	Commitment to School (with Teacher Sense of Self-Efficacy) (β value)
Predictor			
Self-Management	-	0.564*	0.403*
Mediator			
Teacher Sense of Self-Efficacy	0.514*	-	0.294*
R	0.514	0.564	0.615
R ²	0.264	0.381	0.378
Adjusted R ²	0.262	0.316	0.375
F	137.559	178.526	116.310

Note. *significant at $p < 0.05$ level.

ii. The mediating role of Teacher Trust in Parents and Students on the relationship between Self-Management and Commitment to School

Table 4.15 shows that the results of hierarchical multiple regressions are as follow: three steps are conducted to test the mediating influence of Teacher Trust in

Parents and Students on the relationship between Self-Management and Commitment to School. In Step 1, the result shows Self-Management has a significant influence on Commitment to School ($\beta=.564, p<.05$). The result in the Step 2, shows that the Teacher Trust in Parents and Students has a significant influence on Commitment to School ($\beta=.471, p<.05$), and the result in the Step 3, shows that Self-Management ($\beta=.444, p<.05$) and Teacher Trust in Parents and Students ($\beta=.281, p<.05$) has significant influence of Commitment to School. The findings from Table 4.15 revealed that the β value of Self-Management in Step 3 **decreased** compared to the β value in Step 1 ($\beta =.564^*$ to $\beta =.444^*$). Therefore, the result of the hierarchical regression analyses explains that the Teacher Trust in Parents and Students acts as a partial mediator between the relationship of Self-Management and Commitment to School.

Table 4.15

Teacher Trust in Parents and Students as a mediator between the relationship of Self-Management and Commitment to School

Variable	Commitment to School (β value)	Commitment to School (without Teacher Trust in Parents and Students) (β value)	Commitment to School (with Teacher Trust in Parents and Students) (β value)
Predictor			
Self-Management	-	0.564*	0.444*
Mediator			
Teacher Trust in Parents and Students	0.471*	-	0.281*
R	0.471	0.564	0.619
R ²	0.222	0.318	0.383
Adjusted R ²	0.220	0.316	0.379
F	109.045	178.526	118.368

Note. *significant at $p < 0.05$ level.

iii. The mediating role of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to School

Table 4.16 shows that the results of hierarchical multiple regressions are as follow: three steps are conducted to test the mediating influence of Teacher Academic Emphasis on the relationship between Self- Management and Commitment to School. In Step 1, the result shows Self-Management has a significant influence on Commitment to School ($\beta=.564, p<.05$). The result in the Step 2, shows that the Teacher Academic Emphasis has a significant influence on Commitment to School ($\beta=.506, p<.05$), and the result in the Step 3, shows that Self-Management ($\beta=.413, p<.05$) and Teacher Academic Emphasis ($\beta=.293, p<.05$) has a significant influence of Commitment to School. The findings from Table 4.16 revealed that the β value of Self- Management in Step 3 **decreased** compared to the β value in Step 1 ($\beta =.564*$ to $\beta =.413*$). Therefore, the result of the hierarchical regression analyses explains that the Teacher Academic Emphasis acts as a partial mediator between the relationship of Self- Management and Commitment to School.

Table 4.16

Teacher Academic Emphasis as a Mediator between the Relationship of Self-Management and Commitment to School

Variable	Commitment to School (β value)	Commitment to School (without Teacher Academic Emphasis) (β value)	Commitment to School (with Teacher Academic Emphasis) (β value)
Predictor Self- Management	-	0.564*	0.413*
Mediator Teacher Academic Emphasis	0.506*	-	0.293*

Table 4.16 (Continued)

Variable	Commitment to School (β value)	Commitment to School (without Teacher Academic Emphasis) (β value)	Commitment to School (with Teacher Academic Emphasis) (β value)
R	0.506	0.564	0.597
R ²	0.256	0.318	0.357
Adjusted R ²	0.254	0.316	0.353
F	131.705	178.526	117.383

Note. *significant at $p < 0.05$ level.

iv. The mediating role of Teacher Sense of Self-Efficacy on the relationship between Self-Management and Commitment to Teaching Occupation

Table 4.17 shows that the results of hierarchical multiple regressions are as follow: three steps are conducted to test the mediating influence of Teacher Sense of Self-Efficacy on the relationship between Self-Management and Commitment to Teaching Occupation. In Step 1, the result shows Self-Management has a significant influence on Commitment to Teaching Occupation ($\beta = .528, p < .05$). The result in the Step 2, shows that the Teacher Sense of Self-Efficacy has a significant influence on Commitment to Teaching Occupation ($\beta = .495, p < .05$), and the result in the Step 3, shows that Self-Management ($\beta = .367, p < .05$) and Teacher Sense of Self-Efficacy ($\beta = .295, p < .05$) has a significant influence of Commitment to Teaching Occupation. The findings from Table 4.16 revealed that the β value of Self-Management in Step 3 **decreased** compared to the β value in Step 1 ($\beta = .528^*$ to $\beta = .367^*$). Therefore, the result of the hierarchical regression analyses explains that the Teacher Sense of Self-Efficacy acts as a partial mediator between the relationship of Self-Management and Commitment to Teaching Occupation.

Table 4.17

Teacher Sense of Self-Efficacy as a Mediator between the Relationship of Self-Management and Commitment to Teaching Occupation

Variable	Commitment to Teaching Occupation (β value)	Commitment to Teaching Occupation (without Teacher Sense of Self-Efficacy) (β value)	Commitment to Teaching Occupation (with Teacher Sense of Self-Efficacy) (β value)
Predictor			
Self-Management	-	0.528*	0.367*
Mediator			
Teacher Sense of Self-Efficacy	0.495*	-	0.295*
R	0.495	0.528	0.583
R ²	0.245	0.279	0.339
Adjusted R ²	0.243	0.277	0.336
F	124.217	147.891	98.162

Note. *significant at $p < 0.05$ level.

v. *The mediating role of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to Teaching Occupation*

Table 4.18 shows that the results of hierarchical multiple regressions are as follow: three steps are conducted to test the mediating influence of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to Teaching Occupation. In Step 1, the result shows Self-Management has a significant influence on Commitment to Teaching Occupation ($\beta = .528, p < .05$). The result in the Step 2, shows that the Teacher Academic Emphasis has a significant influence on Commitment to Teaching Occupation ($\beta = .531, p < .05$), and the result in the Step 3, shows that Self-Management ($\beta = .346, p < .05$) and Teacher Academic Emphasis ($\beta = -.352, p < .05$) has a significant influence of Commitment to Teaching Occupation. The findings from Table 4.18 revealed that the β value of Self-Management in Step 3 **decreased** compared to the β value in Step 1 ($\beta = .528^*$ to $\beta = .346^*$). Therefore, the result of the hierarchical regression analyses explains that the Teacher Academic Emphasis acts as a partial

mediator between the relationship of Self-Management and Commitment to Teaching Occupation.

Table 4.18

Teacher Academic Emphasis as a Mediator between the Relationship of Self-Management and Commitment to Teaching Occupation

Variable	Commitment to Teaching Occupation (β value)	Commitment to Teaching Occupation (without Teacher Academic Emphasis) (β value)	Commitment to Teaching Occupation (with Teacher Academic Emphasis) (β value)
Predictor Self-Management	-	0.528*	0.346*
Mediator Teacher Academic Emphasis	0.531*	-	0.352*
R	0.531	0.528	0.608
R ²	0.282	0.279	0.370
Adjusted R ²	0.280	0.277	0.366
F	150.465	147.891	111.972

Note. *significant at $p < 0.05$ level.

vi. *The mediating role of Teacher Academic Emphasis on the relationship between Social Awareness and Commitment to Teaching Occupation*

Table 4.19 shows that the results of hierarchical multiple regressions are as follow: three steps are conducted to test the mediating influence of Teacher Academic Emphasis on the relationship between Social Awareness and Commitment to Teaching Occupation. In Step 1, the result shows Social Awareness has a significant influence on Commitment to Teaching Occupation ($\beta=.432, p<.05$). The result in the Step 2, shows that the Teacher Academic Emphasis has a significant influence on Commitment to Teaching Occupation ($\beta=.531, p<.05$), and the result in the Step 3, shows that Social

Awareness ($\beta=.255, p<.05$) and Teacher Academic Emphasis ($\beta=-.425, p<.05$) has a significant influence of Commitment to Teaching Occupation. The findings from Table 4.19 revealed that the β value of Social Awareness in Step 3 **decreased** compared to the β value in Step 1 ($\beta =.432^*$ to $\beta =.255^*$). Therefore, the result of the hierarchical regression analyses explains that the Teacher Academic Emphasis acts as a partial mediator between the relationship of Social Awareness and Commitment to Teaching Occupation.

Table 4.19

Teacher Academic Emphasis as a Mediator between the Relationship of Social Awareness and Commitment to Teaching Occupation

Variable	Commitment to Teaching Occupation (β value)	Commitment to Teaching Occupation (without Teacher Academic Emphasis) (β value)	Commitment to Teaching Occupation (with Teacher Academic Emphasis) (β value)
Predictor			
Social Awareness	-	0.432*	0.255*
Mediator			
Teacher Academic Emphasis	0.531*	-	0.425*
R	0.531	0.432	0.579
R ²	0.282	0.187	0.3336
Adjusted R ²	0.280	0.185	0.332
F	150.465	147.891	95.571

Note. *significant at $p < 0.05$ level.

vii. *The mediating role of Teacher Sense of Self-Efficacy on the relationship between Self-Management and Commitment to Work Group*

Table 4.20 shows that the results of hierarchical multiple regressions are as follow: three steps are conducted to test the mediating influence of Teacher Sense of Self-Efficacy on the relationship between Self-Management and Commitment to Work Group. In Step 1, the result shows Self-Management has a significant influence on Commitment to Work Group ($\beta=.464, p<.05$). The result in the Step 2, shows that the Teacher Sense of Self-Efficacy has a significant influence on Commitment to Work Group ($\beta=.412, p<.05$), and the result in the Step 3, shows that Self-Management ($\beta=.341, p<.05$) and Teacher Sense of Self-Efficacy ($\beta=-.225, p<.05$) has significant influence of Commitment to Work Group. The findings from Table 4.20 revealed that the β value of Self-Management in Step 3 **decreased** compared to the β value in Step 1 ($\beta =.464^*$ to $\beta =.341^*$). Therefore, the result of the hierarchical regression analyses explains that the Teacher Sense of Self-Efficacy acts as a partial mediator between the relationship of Self-Management and Commitment to Work Group.

Table 4.20

Teacher Sense of Self-Efficacy as a Mediator between the Relationship of the Self-Management and Commitment to Work group

Variable	Commitment to Work Group (β value)	Commitment to Work Group (without Teacher Sense of Self-Efficacy) (β value)	Commitment to Work Group (with Teacher Sense of Self-Efficacy) (β value)
Predictor Self-Management	-	0.464*	0.341*
Mediator Teacher Sense of Self-Efficacy	0.412*	-	0.225*

Table 4.20 (Continued)

Variable	Commitment to Work Group (β value)	Commitment to Work Group (without Teacher Sense of Self-Efficacy) (β value)	Commitment to Work Group (with Teacher Sense of Self-Efficacy) (β value)
R	0.412	0.464	0.501
R ²	0.170	0.216	0.251
Adjusted R ²	0.167	0.214	0.247
F	78.168	105.277	64.088

Note. *significant at $p < 0.05$ level.

viii. The mediating role of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to Work Group

Table 4.21 shows that the results of hierarchical multiple regressions are as follow: three steps are conducted to test the mediating influence of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to Work Group. In Step 1, the result shows Self-Management has a significant influence on Commitment to Work Group ($\beta = .464, p < .05$). The result in the Step 2, shows that the Teacher Academic Emphasis has a significant influence on Commitment to Work Group ($\beta = .386, p < .05$), and the result in the Step 3, shows that Self-Management ($\beta = .362, p < .05$) and Teacher Academic Emphasis ($\beta = .199, p < .05$) has significant influence of Commitment to Work Group. The findings from Table 4.21 revealed that the β value of Self-Management in Step 3 **decreased** compared to the β value in Step 1 ($\beta = .464^*$ to $\beta = .362^*$). Therefore, the result of the hierarchical regression analyses explains that the Teacher Academic Emphasis acts as a partial mediator between the relationship of Self-Management and Commitment to Work Group.

Table 4.21

Teacher Academic Emphasis as a Mediator between the Relationship of Self-Management and Commitment to Work Group

Variable	Commitment to Work Group (β value)	Commitment to Work Group (without Teacher Academic Emphasis) (β value)	Commitment to Work Group (with Teacher Academic Emphasis) (β value)
Predictor			
Self-Management	-	0.464*	0.362*
Mediator			
Teacher Academic Emphasis	0.386*	-	0.199*
R	0.386	0.464	0.495
R ²	0.149	0.216	0.245
Adjusted R ²	0.147	0.214	0.241
F	66.973	105.277	61.846

Note. *significant at $p < 0.05$ level.

To further strengthen the accuracy of the above multiple regression analysis which assess each component of the proposed mediation model, the SPSS Hayes PROCESS macro-regression (2013) analysis has been used. It is considered important to identify if there are any weaknesses in the approach used earlier in the analysis and to investigate the mediator variable effect by generating thousands of empiric sampling (Bootstrapping) to test the indirect effects of mediation. Thus, in the present study, simple mediation analysis was used to estimate and test hypotheses about the paths of casual influence from leaders' emotional intelligence to teachers' organisational commitment, one through the proposed mediator teachers' academic optimism and a second independent of the $X \rightarrow M \rightarrow Y$ mechanism. The results are shown in Table 4.22, Table 4.23 and Table 4.24.

First, Table 4.22 shows the results of the simple regression of teachers' academic optimism predicted from leaders' emotional intelligence. In other words, Table 4.22 shows the results of the influence of leaders' emotional intelligence on

teachers' academic optimism (a-path). The findings portray that leaders' emotional intelligence significantly predicts teachers' academic optimism ($\beta = .567, t = 13.16, p = .000$). The R^2 value ($R^2 = .311$) indicates that leaders' emotional intelligence explains 31% of the variance in teachers' academic optimism and the fact that the β value is positive confirms that the relationship is positive also which highlights that; as leaders' emotional intelligence increases, teachers' academic optimism increases too and vice versa. These findings strongly support the earlier analysis which indicates that leaders' emotional intelligence has significant influence on teachers' academic optimism. Thus, by means of this analysis, it can be again confirmed that hypothesis 4 (H_{04}) is rejected.

Table 4.22

Teachers' Academic Optimism Predicted from Leaders' Emotional Intelligence

Teachers' Academic Optimism						
Antecedent	β	<i>se</i>	<i>t</i>	<i>p</i>	<i>LCCI</i>	<i>ULCI</i>
Constant	1.8430*	0.1874	9.8359	.000	1.4746	2.2114
Leaders' emotional intelligence (a-path)	0.5674*	0.0431	13.1614	.000	0.4826	0.6521
R	0.5581					
R ²	0.3114					
F value	173.2223					
df1	1.0000					
df2	383.0000					
<i>p</i> value	.000					

Note. *significant at $p < 0.05$ level.

Table 4.23 shows the results of the regression of teachers' organisational commitment predicted from both teachers' academic optimism and leaders' emotional intelligence. In short, Table 4.23 illustrates the results of the direct effect of leaders' emotional intelligence on teachers' organisational commitment (c'-path) with the presence of teachers' academic optimism. In the present study, the 95% confidence

interval of the indirect effects was obtained with 5,000 bootstrap samples (Hayes, 2013). As such, the results show that leaders' emotional intelligence significantly predicts teachers' organisational commitment even with teachers' academic optimism in the model ($\beta = .32, t = 6.43, p = .000$), thus suggesting mediation. This means that the results of the mediation analysis supported the mediating role of teachers' academic optimism in the relation between leaders' emotional intelligence and teachers' organisational commitment. Thus, by means of this analysis, it can be confirmed that hypothesis 6 (H_{06}) is rejected.

In addition, the results also show that teachers' academic optimism significantly predicts teachers' organisational commitment (b-path) ($\beta = .38, t = 7.72, p = .000$) which confirms that hypothesis 5 (H_{05}) is rejected. The R^2 value ($R^2 = .373$) indicates that the model explains 37.3% of the variance in teachers' organisational commitment. The positive β value for teachers' academic optimism highlights that as teachers' academic optimism increases, teachers' organisational commitment increases too and vice versa. In addition, leaders' emotional intelligence too shows positive β value which indicates that as leaders' emotional intelligence increases, teachers' organisational commitment increases too and vice versa. These findings strongly support the results of earlier analysis which indicates that teachers' academic optimism and leaders' emotional intelligence have significant influence on teachers' organisational commitment. These relationships are in the predicted direction.

Table 4.23

Teachers' Organisational Commitment Predicted from Teachers' Academic Optimism and Leaders' Emotional Intelligence

Teachers' Organisational Commitment						
Antecedent	β	<i>se</i>	<i>t</i>	<i>p</i>	<i>LCCI</i>	<i>ULCI</i>
Constant	1.0249*	0.2020	5.0724	.000	0.6267	1.4221
Teachers' academic optimism (b-path)	0.3800*	0.0492	7.7193	.000	0.2832	0.4768
Leaders' emotional intelligence (c'-path)	0.3219*	0.0501	6.4310	.000	0.2235	0.4203
R	0.6106					
R ²	0.3728					
F value	113.5339					
df1	2.0000					
df2	382.0000					
<i>p</i> value	.000					

Note. *significant at $p < 0.05$ level.

Table 4. 24 shows the total effect of leaders' emotional intelligence on teachers' organisational commitment (outcome). Total effect model selected in the analysis to obtain this result. The total effect is the effect of the predictor on the outcome when the mediator is not present in the model. When teachers' academic optimism is not in the model, leaders' emotional intelligence significantly predicts teachers' organisational commitment ($\beta = .54$, $t = 12.05$, $p = .000$) which confirms that hypothesis 3 (H₀₃) is rejected. The R² value (R² = .275) shows that the model explains 27.5% of the variance in teachers' organisational commitment. As is the case when we include teachers' academic optimism in the model, leaders' emotional intelligence has positive relationship with teachers' organisational commitment (as shown by the positive b-value in Table 4.23).

Table 4.24

Total Effect of Leaders' Emotional Intelligence on Teachers' Organisational Commitment (outcome)

Teachers' Organisational Commitment						
Antecedent	β	<i>se</i>	<i>t</i>	<i>p</i>	<i>LCCI</i>	<i>ULCI</i>
Constant	1.7252*	0.1938	8.9002	.000	1.3441	2.1064
Leaders' emotional intelligence (c-path)	0.5375*	0.0446	12.0523	.000	0.4498	0.6252
R	0.5244					
R ²	0.2750					
F value	145.2589					
df1	1.0000					
df2	383.0000					
<i>p</i> value	.000					

Note. *significant at $p < 0.05$ level.

Further, a 95% bias-corrected confidence interval based on 5000 bootstrap samples indicated the results for the indirect effect of leaders' emotional intelligence on teachers' organisational commitment (i.e., the effect via teachers' academic optimism). As such, the above results of the analysis show the effect of leaders' emotional intelligence on teachers' organisational commitment in isolation (the total effect) and the effect of leaders' emotional intelligence on teachers' organisational commitment when teachers' academic optimism is included as a predictor as well (the direct effect). Next, the most important part of the analysis is the results of the indirect effect of X on Y which is in the present study is the indirect effect of leaders' emotional intelligence on teachers' organisational commitment. The results indicate an estimate of this effect ($\beta = 0.216$) as well as a bootstrapped error and confidence interval. By assuming the β value as true value, the analysis reveals that the true β -value for the indirect effects of the present study falls between 0.147 and 0.284. This range does not include zero, and by taking into consideration that $\beta=0$ would mean no effect; the fact that the result of

confidence interval does not contain zero means that there is likely to be a truly indirect effect. In other words, teachers' academic optimism is a mediator of the relationship between leaders' emotional intelligence and teachers' organisational commitment.

4.7 Summary of Findings

This analyses of data in this study had answered nine research questions. The results of the analyses are summarised in Table 4.25.

Table 4.25

Summary of Findings

Research question	Results	Hypothesis
What is the level of Teachers' Organisational Commitment in Malaysian secondary school?	Teachers' Organisational Commitment in Malaysian secondary school is at a highly moderate level.	-
What is the level of Teachers' Academic Optimism in Malaysian secondary school?	Teachers' Academic Optimism in Malaysian secondary school is at a high level.	-
What is the level of Leaders' Emotional Intelligence in Malaysian secondary school?	Leaders' Emotional Intelligence in Malaysian secondary school is at a high level.	-
Is there any significant difference of leaders' emotional intelligence based on gender?	H ₀₁ : There is no significant difference of leaders' emotional intelligence based on gender.	Supported Gender of leaders has no significant influence on their emotional intelligence.

Table 4.25 (Continued)

Research question	Results	Hypothesis
Is there any significant difference of organisational commitment among teachers based on their demographic background (gender, age, years of service in the current school)?	H ₀₂ : There is no significant difference of organisational commitment among teachers based on their demographic background (gender, age and years of service in the current school) .	Supported There is no significant difference of organisational commitment among teachers with different demographic background, i.e., gender, age and years of service in the current school.
Is there any influence of Leaders' Emotional Intelligence on Teachers' Organisational Commitment?	H ₀₃ : There is no significant influence of Leaders' Emotional Intelligence on Teachers' Organisational Commitment.	Rejected Leaders' Emotional Intelligence has significant influence on the Teachers' Organisational Commitment in Malaysian secondary schools.
Is there any influence of Leaders' Emotional Intelligence on Teachers' Academic Optimism?	H ₀₄ : There is no significant influence of Leaders' Emotional Intelligence on Teachers' Academic Optimism.	Rejected Leaders' Emotional Intelligence has significant influence on the Teachers' Academic Optimism in Malaysian secondary schools.
Is there any influence of Teachers' Academic Optimism on Teachers' Organisational Commitment?	H ₀₅ : There is no significant influence of Teachers' Academic Optimism on Teachers' Organisational Commitment.	Rejected Teachers' Academic Optimism has significant influence on the Teachers' Organisational Commitment in Malaysian secondary schools.

For research question nine on mediating role of Teachers' Academic Optimism on the relationship between Leaders' Emotional Intelligence and Teachers' Organisational Commitment, the result of hierarchical regression modelling summarised as in Table 4.26. The analysis aims to test the hypothesis below:

H₀₆: There is no significant mediating role of teachers' academic optimism on the relationship between leaders' emotional intelligence and teachers' organisational commitment in Malaysian secondary schools.

Table 4.26

Summary of HRM Analysis

HRM test on:	Results	Indicator
The mediating role of Teacher Sense of Self -Efficacy on the relationship between Self-Management and Commitment to School.	β value of Self-Management in Step 3 decreased compared to the β value in Step 1.	Partial mediator
The mediating role of Teacher Trust to Students and Parents on the relationship between Self-Management and Commitment to School.	β value of Self-Management in Step 3 decreased compared to the β value in Step 1.	Partial mediator
The mediating role of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to School.	β value of Self-Management in Step 3 decreased compared to the β value in Step 1.	Partial mediator
The mediating role of Teacher Sense of Self- Efficacy on the relationship between Self-Management and Commitment to Teaching Occupation.	β value of Self-Management in Step 3 decreased compared to the β value in Step 1.	Partial mediator
The mediating role of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to Teaching Occupation.	β value of Self-Management in Step 3 decreased compared to the β value in Step 1.	Partial mediator
The mediating role of Teacher Academic Emphasis on the relationship between Social Awareness and Commitment to Teaching Occupation.	β value of Social Awareness in Step 3 decreased compared to the β value in Step 1.	Partial mediator

Table 4.26 (Continued)

HRM test on:	Results	Indicator
The mediating role of Teacher Sense of Self-Efficacy on the relationship between Self-Management and Commitment to Work Group.	β value of Self-Management in Step 3 decreased compared to the β value in Step 1.	Partial mediator
The mediating role of Teacher Academic Emphasis on the relationship between Self-Management and Commitment to Work Group.	β value of Self-Management in Step 3 decreased compared to the β value in Step 1.	Partial mediator

Based on the results, it can be concluded that there is a significant mediating role (partial mediator) of Teachers' Academic Optimism on the relationship between Leaders' Emotional Intelligence and Teachers' Organisational Commitment. Therefore, H_{06} is rejected.

4.8 Summary

In this chapter findings based on quantitative data analyses are reported. The analyses performed are based on descriptive statistics and inferential statistical analysis. To test the hypothesis of this study, the multiple regression analysis and hierarchical multiple regression analysis are utilised. The findings of the regression analysis show that Leaders' Emotional Intelligence has significant influence towards Teachers' Academic Optimism and Teachers' Organisational Commitment. Furthermore, the results also reveal that there is partial mediating role of Teachers' Academic Optimism on the relationship between Leaders' Emotional Intelligence and Teachers' Organisational Commitment. The results will be discussed in Chapter 5.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter consists of four sections. In the first section, a brief review of the research is presented. Section two provides the key findings of the study based on the research questions and discussions of the results. In this section, the findings from the empirical test derived from data analysis are presented. Results achieved are compared with those of other similar studies, models and theories identified in the literature. This study resulted in several important contributions and implications which are presented in the third section. Finally, the last section suggests further areas of research directions that might be useful to build on this study specifically on the importance of emotionally intelligent leaders in increasing academic optimism and organisational commitment of teachers, as well as school achievements.

5.2 Research Summary

The cross-sectional survey design was used in the study to obtain data from 385 secondary teachers in four states based in northern part of Peninsular Malaysia. The objective of the study is to reveal the level of three variables, i.e., Leaders' Emotional Intelligence, Teachers' Academic Optimism and Teachers' Organisations Commitment in Malaysian secondary schools. At the same time, this research also investigates the influence of Leaders' Emotional Intelligence on Teachers' Academic Optimism and Organisations Commitment, the influence of Teachers' Academic Optimism on Teachers' Organisations Commitment and finally, the influence of mediator variable, the Teachers' Academic Optimism, on the relationship between Leaders' Emotional

Intelligence as independent variable and Teachers' Organisations Commitment as dependent variable. In addition, the study also investigates the significant difference of leaders' emotional intelligence based on gender and the significant difference of organisational commitment among teachers based on their demographic background (gender, age and years of service in the current school). There are six hypotheses proposed and tested in this study. Two hypotheses were found supported (H_{01} and H_{02}), whereas H_{03} , H_{04} , H_{05} and H_{06} were rejected.

In short, from the aspects of the level of the variables investigated in the study, the findings highlight that the level of Teachers' Organisations Commitment in Malaysian secondary schools is at a highly moderate level with Commitment to Teaching Occupation dimension is at the highest level; the level of Teachers' Academic Optimism in Malaysian secondary schools is at a high level with Teacher Academic Emphasis dimension is at the highest level and the level of Leaders' Emotional Intelligence in Malaysian secondary schools is at a high level with dimension of Social Awareness obtain the highest level.

Next, the results of the investigation on the significant difference of Leaders' Emotional Intelligence based on gender shows that gender has no effect on a Leaders' Emotional Intelligence. In addition, the investigation on the significant difference of organisational commitment among teachers based on their demographic background (gender, age and years of service in the current school) also shows that demographic background (gender, age and years of service in the current school) has no effect on the organisational commitment among teachers.

Finally, investigations on the influence of emotional intelligence of school leaders in Malaysia on Teachers' Academic Optimism and Teachers' Organisational Commitment in secondary schools shows that; Self-Management dimension influences Commitment to School, Commitment to Teaching Occupation and Commitment to Work Group dimensions; Social Awareness dimension influences Commitment to Teaching Occupation dimension; Self-Management dimension influences Teacher Sense of Self-Efficacy, Teacher Trust in Parents and Students and Teacher Academic Emphasis dimensions and Social Awareness dimension influences Teacher Academic Emphasis dimension. In addition, the results of the investigation on the influence of Teachers' Academic Optimism on Teachers' Organisational Commitment shows Teacher Sense of Self-Efficacy dimension influences Commitment to School, Commitment to Teaching Occupation and Commitment to Work Group dimensions; Teacher Trust in Parents and Students dimension influences Commitment to School dimension and Teacher Academic Emphasis dimension influences Commitment to School, Commitment to Teaching Occupation and Commitment to Work Group dimensions.

5.3 Discussions of Findings

There are nine major research questions raised in this study. The following discusses the findings of the investigations which explain the level, the significance difference and influence of three variables involved in this study namely Teachers' Organisational Commitment, Teachers' Academic Optimism and Leaders' Emotional Intelligence.

5.3.1 The Level of Teachers' Organisational Commitment in Malaysian Secondary Schools

The descriptive analysis revealed that the level of Teachers' Organisational Commitment in Malaysian secondary schools is at a highly moderate level. This means that the teachers in Malaysian secondary schools are highly moderate committed to their organisation. The finding shows that Commitment to Teaching Occupation dimension is at the highest level compared to the other three dimensions with the item 'I am proud to be a teacher' recorded the highest mean.

The findings show that teachers who are committed to organisation have higher sense of proud feeling being in teaching profession. Passionate teachers are prominent by their commitment to the organisation. Teachers perceive that the teaching profession is a source of pride, and indirectly these feelings and thoughts increase their commitment to the organisation. Teachers feel that their choice as teachers is an invaluable blessing and pride in their careers, and this clearly reflects their high level of commitment to the organisation. The degree of loyalty of committed teachers have, toward their profession is one of their distinguished characters (Mart, 2013). Thapan (1986) noted that commitment to teaching contributes to teachers' behaviours, attitudes, perceptions and performances. This is in line with Mart (2013) who write up on '*A Passionate Teacher: Teacher Commitment and Dedication to Student Learning*' that one of the factors that decide teachers' commitment and dedication degree is the quality of the work teachers do at school. Teachers who have commitment to school display such attitudes as: being proud of the school he works for, evoking a desire to work harder and being interested in the future of the school. He added that commitment to the institution in education manifests itself in identifying with the school goals, feeling

like a part of the school, and being loyal to school. Meanwhile, Elliot and Croswell (2001) stated that teacher commitment is multidimensional and some external factors such the teaching profession and the school or organisation may influence commitment degree. In sum, it is worth noting that the priority given by teachers to the commitment to school has further increased the commitment of teachers in general.

5.3.2 The Level of Teachers' Academic Optimism in Malaysian Secondary

Schools

The descriptive analysis also revealed that the level of Teachers' Academic Optimism in Malaysian secondary schools is at a high level. This means the teachers in Malaysian secondary schools are highly academically optimism. The finding shows that the Teacher Academic Emphasis dimension is at the highest level compared to the other two dimensions with the item 'I make sure that my students to achieve academically' recorded the highest mean.

The findings show that teachers who are highly academically optimism put forward students' academic excellence at top. Teacher academic emphasis proves that students can learn, change, and improve. It is a factor of students' success in schools. Teachers believe that they empower the students who are always watching him or her as a model in classroom. In a classroom with academic emphasis, students are motivated to work hard. Teachers let students know what the goals are, and they also emphasise that these goals are achievable. The teacher ensures that the students see the relevancy in their learning, and that they make real-world connections. The findings also clearly support previous studies that teacher's academic optimism affects on students' academic achievement (Tschannen-Moran et al., 1998). Tschannen-Moran et al. (1998) further noted that if teachers feel that they have the potential to impact student learning,

they set higher goals, make more effort, and become more resilient in the face of difficulties. Meanwhile, in a 2009 study, researcher Duckworth and her collaborators used a questionnaire to rate teachers' optimism at the beginning of their first year of teaching. At the end of the year, she found that students whose teachers were optimists had made greater academic gains than their peers. According to the study, there appears to be a link between a teacher's attitude and student success. When teachers believe they can make a positive difference in student learning, the student performance improves (Duckworth et al., 2009). As such, it can be concluded that academic performance is the most crucial factor for academically optimistic teachers as they believe they can bring about unexpected changes.

5.3.3 The Level of Leaders' Emotional Intelligence in Malaysian Secondary Schools

The descriptive analysis also revealed that the level of Leaders' Emotional Intelligence in Malaysian secondary schools is at a high level. This means the leaders in Malaysian secondary schools are highly emotionally intelligent. The finding shows that Social Awareness at the highest level compared to the other three dimensions. However, the item 'My principal respects values accepted in the working community' under the Self-Management dimension recorded the highest mean.

The findings clearly show that principals are both socially aware and high in self-management and these two dimensions prove to be interconnected. Principals are being successfully under self-control and able to manage priorities especially on teachers' workload. Principals have the ability to understand and control their emotions and the way they act and response to these emotions. Principal who develop skills in managing themselves know how their communication and actions impact the

teachers. They are also sensitive to watching the cues in an environment when things are not going well. This is because a socially aware person adjusts to different situations by reading the feelings and emotions of others and uses them while interacting and those who are able to understand and manage their emotions take the right course of action (Kumar, Adhish, & Chauhan, 2014). Therefore, principals respect values accepted among teachers in schools.

Peter F. Drucker (1999) whom many consider to be the father of modern management theory, wrote a now classic article for the Harvard Business Review titled *Managing Oneself*. He observed that there are few naturally great achievers in life, and that most of us will need to learn to manage ourselves to be successful. One of the most powerful is to seek feedback from those we work with on a regular basis and those who supervise us. This is sometimes called ‘360 Degree Feedback’ and many organisations periodically do this with their leadership teams (Sherman, 2015). This view is parallel with the nature of the current study whereby the principals’ self-management ability has been rated highly by the teachers. As a result, this reflects that the excellence of leaders’ self-management inspires their emotional intelligence holistically.

5.3.4 The Influence of Leaders’ Emotional Intelligence on Teachers’ Organisational Commitment

The quantitative results revealed that there is a significant influence of Leaders’ Emotional Intelligence on Teachers’ Organisational Commitment. This means that when the emotional intelligence level among principals increases, the organisational commitment of teachers increases too.

Emotional intelligence helps the principals to enhance school excellence by handling their subordinates and people around them through emotion. This is related to the theory based on the source which explains that emotion is an outcome of exchange process generated largely by commitments to exchange relations.

The findings show that school principals involved in this study apply emotional intelligence characteristics as suggested by Goleman et al.'s (2002) in leading and managing the subordinates in school. Four dimensions which have been implemented by them are Self-Awareness, Self-Management, Social Awareness and Relationship Management.

These findings are parallel with the findings of studies conducted abroad by Saleem et al. (2017) and Sayir (2018). They found that leaders with emotional intelligence have significant impact on teachers' commitment to the organisation. This is due to the fact that leaders' emotional support the commitment of teachers to the school, teaching occupation and working groups and eventually help to achieve organisational objectives. Past studies conducted by Chou and Hsu (2016) also shows the relationship between the social exchange theory and commitment to the organisation. The study supports the dynamics of social exchange theory in influencing employee's attitude towards adapting newly introduced information system in organisation. The study reveals implicitly that a high-quality relationship between supervisor-supervisee and employees are likely to strengthen employees' felt obligation towards organisation and demonstrate affective commitment and supportive attitudes towards new information systems. This is supported by the study by Yigit (2016) whereby the findings revealed that when the level of organisational commitment increases, social exchange level of employees also increases.

In the context of secondary schools as in the current study, the principals are seen to be a trigger to the teachers in creating and sowing commitment to the organisation. Principals' emotional intelligence create a positive environment to the teacher so that the teachers have a sense of belongings to school. Principals also show a genuine interest in helping the teachers which make the teachers stay loyal to the organisational. Akomalafe and Olatomide (2013) asserted that teachers can only be effective in their work if provided the right environment and job satisfaction to spur the motivation, commitment and retention of quality teachers and these require significant emotional intelligence on the part of administrators (Berkovich & Eyal, 2017). In this study, the principals were also found to respect values accepted in the working community which drive the teachers to be conscious to organisational objectives and willing to exert effort to accomplish it. This finding is in line with the finding of Mak (2014) and Berry (2014) who noted that these emotional competencies on the part of principals were found to create resonance throughout the school with teachers and therefore improve their commitment towards collective school goals.

In this study, self-management dimension influenced three out of four dimensions of Teachers' Organisational Commitment. This result is in line with the finding of the study on the effect of Leaders' Emotional Intelligence on followers' organisational commitment carried out by Ruestow (2008). She found that the mean scores of the followers' organisational commitment demonstrated a correlation with the leaders' emotional intelligence self-management level. It indicates leaders with the lowest score in the emotional intelligence self-management dimension had followers with the lowest mean commitment to organisation and this relationship pattern also appears to be the same on the moderate mean scores of both. Meanwhile, an

examination of the qualitative data of the study showed that leaders tried to foster commitment among their followers by managing their own actions (Ruestow, 2008).

In this current study, commitment to work group dimension of Teachers' Organisational Commitment appears to be the most influenced by self-management. This indicated that principals were able to manage effectively their own emotions, stay unaffected in dealing with stressful situation and expects the best performance from his or her subordinates. In reciprocal, the teachers hold the responsibility to shape the future of the school through collaboration with other teachers. Self-managing principals in this study also update themselves with the changing demands of working life, see teachers positively rather than in a negative prospect and positively handles oneself in relationship. This emotionally stable environment created by the principals indirectly enhance the commitment of the teachers to the work group which provides opportunity among the teachers to build a strong relationship by spending time with each other when not teaching and regard colleagues in school as close friends and eventually feel proud of their colleagues.

This finding is aligned with George (2000) who noted that the ability to understand and manage moods and emotions in oneself and in others contributes to leader effectiveness and positively influence follower commitment, innovation, team cohesion and healthy organisational life. Meanwhile, Brundin, Patzelt, and Shepherd (2008) believe that leaders who show positive emotions toward their subordinates benefit from a better predisposition of the teams they lead to act as cohesive groups. These findings are supported by Ganta and Manukonda's (2018) conceptual paper. They throw some light on the importance of emotional intelligence in the present

business organisations. They lamented that leaders who can manage and regulate their emotions are better positioned to influence others and their performance.

Another dimension of Leaders' Emotional Intelligence; the social awareness also shows a significant influence on one of the dimensions of Teachers' Organisational Commitment which is the Commitment to Teaching Occupation. Ates and Buluc (2015) elaborated that the notion of emotional intelligence and organisational commitment are critical factors in the profession of teaching which mainly comprises of emotions and sensitivities. As leaders who are emotionally intelligent, social awareness is always practised and put forward in organisations. In the context of school organisation, the teachers are encouraged to nurture positive attitudes towards their occupation in terms of (Celep, 2000). In this case, the principals create active future work opportunities and offer a sense of common purpose beyond the day to day tasks, making work exciting to the teachers which eventually cultivate the pride of being a teacher in themselves. Indirectly, the teachers perceive their decision positively for choosing teaching occupation and highly committed to the organisation. The principal also does not hesitate to prevent bureaucratic problems and confronts unethical behaviour rather than turning a blind eye which made the teachers feel proud to be teachers, enjoy teaching and take the choice of becoming teacher as the best decision in their life. In total, the results clearly indicate that principals with high social awareness are significantly influenced by the teachers' commitment to teaching occupation. This is similar to Contino (2004), who mentioned that an emotionally intelligent leader is socially aware and has the interpersonal skills to listen to and to respond appropriately to an employee.

This result is also in line with the finding of the study on the relationships between the emotional intelligence skills of school principals and the teachers' organisational commitment carried out by Sayir (2018). Sayir claimed that teachers' opinions about organisational commitment were found to be positive and grouped in relation to other teachers, occupational thoughts, views on occupational affairs, and opinions on school. The study also found that most teachers stated that school principals use emotional intelligence skills, and this affected organisational commitment positively. The result of this study is also in line with Carson and Carson (1998) who conducted research showing that emotional intelligence is positively correlated with career commitment. Another study by Ruestow (2008) who conducted research on the effect of leaders' emotional intelligence on followers job satisfaction and organisational commitment indicated that leaders with the lowest scores in the EI Social Awareness cluster had followers with the lowest mean OC scores, and leaders with a medium rank in the EI Social Awareness cluster had followers with medium mean OC scores whereas leaders with the highest rank in the EI Social Awareness cluster had followers with the highest mean OC scores. The mean test results indicate that there is a difference in mean follower OC scores based upon the leader's EI Social Awareness rank. Nonetheless, at the end of the study the degree of EI of the leaders did not show a statistically significant relationship with the organisational commitment of the followers and all the hypotheses were rejected. In short, it is worth noting that the social awareness capacity of leaders is crucial in order to enhance the commitment of teachers, particularly to the teaching occupation, as leaders build capacity to understand and respond appropriately to the needs of the teachers.

5.3.5 The Influence of Leaders' Emotional Intelligence on Teachers' Academic Optimism

The finding also shows that there is a significant influence of Leaders' Emotional Intelligence on Teachers' Academic Optimism. This clearly shows that, when the characteristics of emotional intelligence are practised by the leaders in the organisation, the academic optimism of their subordinates increases. The finding shows three dimensions practised in the schools involved were teacher sense of self-efficacy, teacher trust in parents and students and teacher academic emphasis. This shows that emotionally intelligent principals generate actions and behaviours that will drive the goal achievement of the organisation and look for ways to continually develop themselves and others which lead their subordinates to be motivated and bring students to high levels of academic achievement.

In the context of school, the principals who nurture self-management indirectly became the main trigger to enhance the teacher sense of self-efficacy, teacher trust in parents and students and teacher academic emphasis. This shows that the achievement-oriented principals with a positive outlook and adaptability have a strong influence on the academic optimism of teachers, as Woolfolk Hoy et al. (2008) put it, and the press for particular behaviour in the classroom. According to Mason (2018), in educational field, emotional intelligence in leaders helps in maintaining a favourable learning environment, as well as creation of harmonious relations between the teachers and students. The finding here similar to with the finding of Perelli (2018) on principal support and academic optimism in Urban High Schools who emphasised that there is a significant relationship between principal support and teachers' academic optimism and

emotional support was a strong predictor of academic emphasis of teachers, teacher self-efficacy, and teacher academic optimism.

The findings show that self-management dimension of Leaders Emotional Intelligence influences all three dimensions of Teachers' Academic Optimism and teacher sense of self-efficacy appears to be the most influenced by self-management. This result is very similar to social cognitive theory by Bandura (1997) who noted that self-awareness, self-regulation (self-management), and control of emotions (all considered to be constituents of emotional intelligence) are critical in the development of self-efficacy perceptions. A research by Tsai et al. (2011) also revealed that a supervisor with high emotional intelligence is able to perform excellent leading skills to elevate the employee self-efficacy. Rathi and Rastogi (2009) also lamented that empirical research investigating the relationship between emotional intelligence and self-efficacy suggests that emotional intelligence is an important factor that contributes in the development of self-efficacy beliefs among individuals.

In the context of the school organisation as in the current study, the results show that the principals' self-management and teachers' self-efficacy were shown to be significantly related. This indicates that principals are able to take responsibility for his or her emotion, understand teachers needs and react accordingly which consistently facilitate the teachers to enhance the believe that they have the capacity to affect student performance. Furthermore, leaders with high self-management see other people positively rather than in a negative prospect which increase teachers' confidence about their ability to accomplish a teaching task. The principals in schools have flexibility to changing situations and obstacles and willing to take initiatives which motivates teachers to perform at their optimum levels in instructional strategies and student

discipline. This includes motivating less interest students in school work, instill students believe that they can do well and able to get students to follow classroom rules. This is in line with a research by Pierce (2001) who revealed that principals' relationships with their teachers had a profound impact on teacher self-efficacy. This results however is opposite and contradict with the research done by Leornard and Green (2018) who noted that there is no relationship between leaders' emotional intelligence and teacher efficacy.

The findings of this study also found that social awareness dimension of Leaders' Emotional Intelligence dimension influences Teacher Academic Emphasis dimension of Teachers' Academic Optimism. This shows that the principals' social awareness enhances teacher academic emphasis. According to Kegan and Wagner (2006), in the context of the principal and teacher relationship, social awareness is a behaviour exhibited by the principal towards teachers. In this study, principals see that teacher who directly in touch with the customer or client; the students, will keep the relationship on the right track and ensure that they are getting what they need. This sense of social awareness nurtured by principals influence the teacher to develop a positive belief that he or she can make a difference in the academic performance of students by emphasising academics and learning. Consequently, this individual teachers' belief reinforces a strong bond of teacher-student relationship which enable the teachers to execute actions for a positive effect on student achievement. This is in line with Hoy, Smith, and Sweetland (2002) who disclosed that academic emphasis is associated with many different elements of school climate and one of them is the principal influence. Fullan (2014) stressed that a principal's role is to lead the school teachers in a process of learning to improve their teaching while learning alongside them about what works and what doesn't.

The finding of this study is similar to the result of the study conducted by McQuade (2013) on social intelligence of principals and links to teacher continuous improvement. McQuade propounded that in the context of American classrooms, continuous improvement is viewed as teachers striving to improve their instruction based on the learning needs of their students; with indicators of success stemming from student achievement results, such as assessments and classroom work samples. McQuade also believed that as defined by Goleman (2006), social intelligence is organised in two categories: social awareness and social facility. Social awareness is what we sense about others and social facility is what we do with that awareness. In relation, McQuade clearly presented her mixed-method finding that most principals reported an understanding of social intelligence and believe they exhibit behaviour related to social intelligence that cultivates continuous improvement with the teachers' instruction which put forward the academic achievement of the students as the top priority. Academic emphasis is an organisation factor, therefore for it to influence student academic achievement; it must be stressed by each member or a majority of the members of a social system (Teague, 2015) and in this study the leaders' social awareness is the strong predictor.

5.3.6 The Influence of Teachers' Academic Optimism on Teachers' Organisational Commitment

The finding shows that Teachers' Academic Optimism has significant influence on Teachers' Organisational Commitment in Malaysian secondary schools. This means that when the level of academic optimism of teachers increases, the level of organisational commitment of teachers increases too.

Based on the findings, teacher self-efficacy and teacher academic emphasis dimensions have significant influence on three out of four dimensions of Teachers' Organisational Commitment namely; Commitment to School, Commitment to Teaching Work and Commitment to Work Group. The finding also shows that teacher trust in parents and students also has a significant influence on commitment to school. This clearly shows that in order the teachers show their commitment to the organisation, they need to believe that he or she has the capacity to affect the quality of teaching and learning process and devote their time and effort in improving instruction. The teachers also feel they have the necessary skills to help their students meet their academic goals and create a sustainable and positive learning environment in which academics are the main priority. The finding also seems to be supported with the findings of the study by Coban and Dermitas (2011) which shows a correlation between academic optimism and organisational commitment of teachers. As mentioned by them, the finding aligns with wisdom of practice; if teachers believe in their teaching ability, trust their students, and emphasis academic instruction, they put more time and energy into their organisation. This finding also is in line with Kurz (2006) who found that academic optimism predicts teachers' professional commitment in his research on elementary school teachers.

The relationship between teachers' sense of academic optimism and commitment to the profession was tested and the exploratory analyses showed that positive teacher beliefs are related to teachers' commitment to the profession. This is followed by Kurz, Woolfolk Hoy, and Hoy (2007) in their study mentioned that teacher beliefs about student-centered instruction, about humanistic classroom management, and professional commitment were individually and collectively related to the explanation of teachers' sense of academic optimism.

In the context of secondary school in the current study, Teacher Sense of Self-Efficacy dimension of Teacher Academic Optimism has the strongest effect on Commitment to Work Group dimension of Teacher Organisational Commitment. The finding is similar to those of Bogler and Somech (2004) who identified self-efficacy as a significant predictor of organisational and professional commitment, and Saleem et al. (2012) in their study who indicated that self-efficacy was positively correlated with organisational commitment. The finding revealed that teachers with higher level of self-efficacy, have higher level of organisational commitment. A teacher with a positive belief about herself or himself becomes confident about her or his assigned work. As a result, they show good performance and have the satisfaction that organisation is realising the importance of the individual and her or his work may lead to higher level of commitment with the organisation.

In this study, specifically the effect of Teacher Sense of Self-Efficacy dimension on Commitment to Work Group shows that the capability of a teacher to bring desired outcomes of student engagement and learning enhances the teacher's sense of faithfulness and collaboration with other teachers. Teachers believe that he or she can motivate students who show less interest in school work and make them believe that they can do well and eventually follow the classroom rules, increase the teachers' desire to shape the future of school and stay with a close relationship with colleagues. This result is similar to Beard (2011) who claimed that the teachers' commitment and belief in providing academically rigorous materials and instruction are essential for academic emphasis at the classroom level and important when collaborating with other teachers at the whole school level.

The finding of this study also shows that Teacher Academic Emphasis dimension of Teacher Academic Optimism has the strongest effect on Commitment to Teaching Occupation dimension of Teacher Organisational Commitment. According to Sashi (2014), professional commitment is the feeling of dedication among the individuals of a group towards their profession which involves two essential components: pride in one's being in the teaching profession; and a strong desire for professional development. In this current study, teachers' belief about their inclinations toward academic success of the students indirectly influence their attitude towards their occupation. This is similar to McGuigan and Hoy (2006)'s finding who delineated that academic emphasis was strongly related to success whether defined by the commitment of teachers to the school, the teacher' judgement of the effectiveness of the school, or student test scores.

The finding is also consistent with the study done by McGuigan and Hoy (2006) who articulated academic emphasis was also strongly related to success defined by the commitment of teachers to the school which also in line with Kurz (2006) who stressed that optimistic teachers are more committed to the profession and their students because the positive quality translates into their teaching and professional commitments when teachers have optimistic beliefs. This is proven by Kurz's research that showed that the sense of academic optimism of the teachers was positively related to teachers' commitment to the profession.

Moreover the finding is also supported by Anwar (2016) who reported that some researchers (Blasé and Blasé, 1998; Chrispeels, 1992; Goddard et al., 2000 & McEwan, 1998) discovered that teachers working in schools with high academic emphasis are more likely to communicate and collaborate with their fellow teachers,

demonstrate collegial behaviour, use variety of teaching methods, plan diverse lessons to cater unique learning styles of students, give feedback on student work more quickly and quite often, and take care of their own professional growth.

Finally, the finding also shows that Teacher Trust in Parents and Students dimension of Teachers' Academic Optimism also has a significant influence on Commitment to School dimension of Teachers' Organisational Commitment. This shows that when the teachers' trust in parents and students increases, the level of commitment of teachers to school increases too. In this study, when the teachers trust their students, behold that most of their students are honest and perceive that the students' parents are reliable, they indirectly show strong feeling towards the school. They tend to work hard for school, feel proud teaching in their respective schools and have the tendency of taking irrelevant tasks in order to stay in school. The finding also reflected that when the teachers' quality bond with their students and parents (trust) exist in school, the teachers seem to claim that their working desire is shaped by school, perceive the school as the best among others and prefer working at their school even though they have the choice of working at another school. This is in line with Bryk and Schneider (2002), in their extensive research, concluded that relational trust of teacher-parent is associated with the willingness of teachers to engage in new practices, teacher professionalism, outreach to parents, a professional school community, and teacher commitment. Contradictly, recent research by Anwar (2016) on the relationship of academic optimism with school climate, dispositional optimism, job satisfaction and commitment among female primary school teachers indicated that the subscales of Teacher Academic Optimism Scale that is, teacher trust in parents and students has nonsignificant relationship with teacher commitment.

5.3.7 The Influence of Teachers' Academic Optimism as a Mediator on the Relationship between Leaders' Emotional Intelligence and Teachers' Organisational Commitment

Based on the hierarchically regression results, it is found that all the dimensions of Teachers' Academic Optimism act as partial mediator as they fulfil the condition as a mediator on the relationship between Leaders' Emotional Intelligence and Teachers' Organisational Commitment as mentioned by Baron and Kenny (1986).

Based on the first step to the third step, the hierarchically regression results show two dimensions of Leaders' Emotional Intelligence fulfill the significant condition; Self-Management and Social Awareness dimensions. Meanwhile, three dimensions in Teachers' Academic Optimism namely; Teacher Sense of Self-Efficacy, Teacher Trust in Parents and Students and Teacher Academic Emphasis act as partial mediator on the relationship between Self-Management and Commitment to School, Commitment to Teaching Occupation and Commitment to Work Group and on the relationship between Social Awareness and Commitment to Teaching Occupation.

Teacher Sense of Self-Efficacy dimension act as partial mediator on the relationship between Self-Management dimension and three dimensions of Teachers' Organisation Commitment namely; Commitment to School, Commitment to Teaching Occupation and Commitment to Work Group. All these findings show that self-management dimension has a direct and indirect effect on Commitment to School, Commitment to Teaching Occupation and Commitment to Work Group through the mediation of Teacher Sense of Self-Efficacy. Teachers assume that principals' self-management ability has enabled them to exert great efforts for school, cultivate positive

attitude towards their career and foster higher density of collaboration with colleagues that have led to enhance their sense of self-efficacy in school.

The pleasure of working under full focused self-management principals who are able to manage their internal states, impulses and resources has had a positive impact on teachers' interest and association with the organisation's goals and values. This indirectly enables teachers to be more responsible for the achievement of the school. Teachers perceive their decision positively for choosing teaching occupation and willing to work in this profession even though they face economical problems. The affection towards professional value was then promoted and realised along with other working groups in school. The result of this action enhances teachers' belief on their capable of influencing student learning and achievement.

The similar situation applies on Teacher Academic Emphasis dimension which act as a partial mediator on the relationship between Self-Management dimension and three dimensions of Teachers' Organisation Commitment namely; Commitment to School, Commitment to Teaching Occupation and Commitment to Work Group. This finding shows that Self-Management dimension has a direct and indirect effect on Commitment to School, Commitment to Teaching Occupation and Commitment to Work Group dimensions through the mediation of Teacher Academic Emphasis dimension. Teachers presume that principals with high self-management ability such as being emotional self-control, achievement oriented, having positive outlook and adaptability have encouraged the teachers to work hard for school, enjoy teaching and feel proud of themselves as a teacher as well as their colleagues and create close relationship among them. This reciprocate action has driven them to be highly academic emphasis whereby teachers are making great efforts to ensure that their students are

actively engaged in a conducive learning environment in which academics are the prime concern.

On the other hand, Teacher Academic Emphasis dimension also act as partial mediator on the relationship between Social Awareness dimension and Commitment to Teaching Occupation dimension of Teachers' Organisational Commitment. This finding shows that Social Awareness dimension has a direct and indirect effect on Commitment to Teaching Occupation dimension through the mediation of Teacher Academic Emphasis dimension. Teachers regard that the way principals handle relationships and aware of teachers' feelings, needs, and concerns have risen the teachers' inclinations toward academic success of the students by doing their best for the weak students, spending time with the students on subjects related with the lesson outside the classroom and accomplish the task with enthusiasm.

The hierarchically regression results also show that Teacher Trust in Parents and Students dimension act as partial mediator on the relationship between Self-Management dimension and Commitment to School dimension of Teachers' Organisational Commitment. This finding shows that Self-Management dimension has a direct and indirect effect on Commitment to School dimension through the mediation of Teacher Trust in Parents and Students dimension. Teachers assume that principals with wider spectrum self-management competency such as see other people positively rather than in a negative prospect, flexible in adapting to new challenges in a working environment, stay calm and clear in a stressful situation or during a crisis and able to take risks and help teachers to create a trusting relationship between teachers and parents and students, eventually help the teachers to increase the quality of classroom practice and set high expectations for students.

5.3.8 The Difference of Leaders' Emotional Intelligence Based on Gender

Ahmad et al. (2009) mentioned that emotional intelligence does not respect the gender. The finding of the current study highlights similarly, which reflected that there is no significant difference of Leaders' Emotional Intelligence based on gender in Malaysian secondary schools. This means the level of emotional intelligence among male and female leaders has no difference. It means that both male and female school leaders possess more or less same level of emotional intelligence. Moreover, it may be said that these school leaders (both male and female) are able to successfully and also effectively manage emotions of their own as well as those of others which get generated in their organisational lives. Despite male leaders ($M=4.31$), mean emotional intelligence scores are slightly higher overall compared to female leaders ($M=4.30$), but the difference is not sufficient to be statistically significant after by passing the t-test. Thus, there is no significant difference of Leaders' Emotional Intelligence based on gender. Generally, this result is not in line with Goleman (1995) and Bar-On (1997) who claimed that males and females are different in their emotional intelligence profile but later in 1998, Goleman found that there is no difference between men and women in their emotional intelligence competencies. Similarly, Petrides and Furham (2000) also reported that there is no significant difference of emotional intelligence between genders. In fact, Ahmad et al. (2009) asserted that in general, far more similarities exist than differences between these two genders.

However, in particular, on the basis of the emotional intelligence of the leaders, studies Al-Noor (2011), Mfikwe and Pelsler (2017) and Fannon (2018) confirmed the findings of current study that no significant difference was found between the emotional intelligence of male and female leaders. This is, however, contrary to the results of some

of the recent studies such as Lopez-Zafra et al. (2012) and Benson et al. (2014) who claimed there is a relationship between gender and leaders' emotional intelligence.

Many research have been conducted on the analysis of emotional intelligence in men and women, and in average, women are proven to be higher than men. In contrast, the current study revealed that the emotional intelligence level of male leaders is higher in comparison to females. The finding of this study is in line to the finding of Singh (2007) who conducted a research on emotional intelligence and organisational leadership. The results obtained and when compared with the norms of the emotional intelligence scale used to suggest that both genders possess above average level of emotional intelligence as a whole with the males slightly scored higher than the females. In addition, the finding also similar to the findings of recent experimental survey conducted on managers by Huong (2020) who found the effect of emotional intelligence is more significant among male than female managers. This is in line with the popular belief is that, women are not more emotionally intelligent than men (Ahmad et al., 2009).

In current study, even though the results show that males and females leaders in Malaysian secondary schools are not different with regard to overall emotional intelligence, but they are different in a number of dimensions of emotional intelligence such as the male leaders scored higher on Self-Awareness and Self-Management dimensions. Next, under the dimensions of Social Awareness both male and female leaders scored same meanwhile under the dimension of Relationship Management female leaders scored higher than their counterparts. This result may be due to nature and nurture factors which have resulted in different levels of emotional intelligence between genders as claim by Sanchez-Nunez et al. (2008). This result manifested

statement by Shi and Wang (2007) who discovered that females are superior among the few factors or subscales, but it should be noted that males are better on other subscales as well. Even, Goleman agrees that each gender might be proficient in certain emotional intelligence competency (Pooja & Kumar, 2016). Example by Bass (2000), female leaders tend to score higher in empathy, interpersonal relationships and social responsibility, while male leaders score higher in stress tolerance, impulse control and adaptability which also implies that both female as well as male managers may be equally emotionally intelligent similar to the findings of this study. In addition, it is worth noting that the result of this study is in accordance to the findings of Gutierrez-Cobo et al. (2019) and Minaravo et al. (2020) who found differences in women's and men's outcomes based on certain dimensions and branches of emotional intelligence.

5.3.9 The Difference of Organisational Commitment among Teachers based on their Demographic Background (gender, age and years of service in the current school)

Based on t-test results in the previous chapter, it is proven that there is no significant difference of Teachers' Organisational Commitment based on their demographic background. This means the demographic background of teachers in Malaysian secondary schools, in particular the gender, age and years of service in the current school have no impact on their organisational commitment. In general, this finding is line with meta-analysis research by Mathieu and Zajac (1990) and Salami (2008) who found that demographic factors were not significant predictor of organisational commitment. In the context of teachers' organisational commitment, recent research by Butucha (2013) further strengthens the finding of this present study

by attributing that there is no significant difference in beginning teachers' perceptions of professional commitment when grouped according to the demographic.

In the aspect of gender, the t-test results of this study highlighted that there is no significant difference between the relationship of Teachers' Organisational Commitment and its dimension with gender which means gender has no impact on teachers' psychological ties to their school. The teachers have shown equally higher commitment for their organisation. This finding is in line with the study carried out by Dalgic (2014), Rabindarang et al. (2014), Kiral and Kacar (2016), Turkmen and Gul (2017), Clarence and George (2018) and Raj and Verma (2018) who confirmed that teachers' level of organisational commitment does not show differences according to gender. As such, it can be concluded that gender is not a significant element in determining teachers' organisational commitment.

However, the mean score shows slightly different in the level of Teachers' Organisational Commitment based on gender and its dimensions. Overall, the finding shows female teachers' level of organisational commitment is higher than males. This finding is in line with those claimed in previous studies such as Park, 2005, Coladarci, as cited in Chan et al., 2008, Hulpia et al. 2009a, Solangi, Qaisrani, and Mughal (2015), Dalgic (2014) and Beri and Beri (2016). A recent study by Shoaib and Khalid (2017) also reported female teachers were more committed as compared to male teachers.

This is due to the fact that three out of four dimensions in Teachers' Organisational Commitment namely; Commitment to School, Commitment to Teaching Work and Commitment to Work Group dimensions show that female teachers' level of organisational commitment is higher than their counterparts. This shows that male teachers tend to have less intention and involvement to remain as an

active member in school, teaching work and work group than their female colleagues. Meanwhile, only one dimension which is the Commitment to Teaching Occupation dimension shows that male teachers' level of organisational commitment is higher than female teachers. This may be due to the male teachers' positive attitude towards their occupation for living and reflects their overall career commitment.

When age is considered, the t-test results of this study show that there is no significant difference between the relationship of Teachers' Organisational Commitment and its dimension with age. This indicates that age has no impact on teachers' bond to their school. Generally, this finding is in line with the study carried out by Salami (2008) who found no significant correlation between age and organisational commitment followed by Iqbal (2010) who also noted that age is not related to organisational commitment. Meanwhile, based on the present study on teachers' organisational commitment, Butucha (2013) reported a similar finding that teachers did not have a significant impact on age as it relates to teachers' perceptions of affective and continuance professional commitment. This is supported by Garipağaoğlu (2013), Getahun et al. (2016) and Clarence and George (2018) who found no significant difference in teachers' organisational commitment with regard to age.

However, the mean score shows slightly different in the level of Teachers' Organisational Commitment based on age and its dimensions. Overall, the finding shows that the level of organisational commitment of teachers who are 41 years and above is higher than those 41 years and below. Generally, this finding is in line with earlier studies by Hanlon (1983), Al-Khatani (2012) and Konya et al. (2016) who have reported that older employees are more committed than younger ones and demonstrated higher levels of commitment to the values of the organisation. In relation, Amangala

(2013) also argues that commitment increase with age. In terms of teachers' organisational commitment, the finding of the current study is consistent to the result of Rabindarang et al. (2014) and Gokyer (2018) who confirmed that older teachers appeared to be more committed to the organisation.

This is because all four dimensions of Teachers' Organisational Commitment in this study namely Commitment to School, Commitment to Teaching Occupation, Commitment to Teaching Work and Commitment to Work Group dimensions show that older teachers' level of organisational commitment is higher than the young ones. This implies that older teachers feel more obligated to teaching profession than their young counterparts. In general, this is consistent with the finding of Kumasey et al. (2014) who emphasised the possibility that the longer a person works in an organisation and the older they become, their feelings of responsibility for outcomes relevant to them also increase.

As present study shows that older employees are more committed compared to younger employees or newcomers in an organisation, one possible reason for the findings is that the early and younger teachers of the new generation may not be fully prepared to take responsibility and bear the burden of the new education system. It also could be possible that the school itself, not providing a conducive environment for them, which lowered their commitment level in school.

In the aspect of years of service in the current school, the t-test results of this study revealed that there is no significant difference between the relationship of Teachers' Organisational Commitment and its dimension with years of service in the current school. This indicates that teachers' years of service in their current school has no impact on their concern and dedication towards school. This finding confirmed the

finding of Hulpia et al. (2009a; 2009b) that in the context of school, there is a negative correlation between teachers' years of working and their organisational commitment. Similar to the result of current research, in general, previous studies by Kaur and Sandhu, (2010), Sharma et al. (2013) and Ozbakır (2015) also indicated no differences between the commitment of the employees and length of service. On the other hand, more specifically, on the basis the finding of the present study, several recent findings by Ceyhan (2014), Didin (2014), Kiral and Kacar (2016) and Getahun et al. (2016) confirmed that of organisational commitment of teachers and years of service have not shown any significant difference.

However, the mean score shows slightly different in the level of Teachers' Organisational Commitment based on years of service in the current school and its dimensions. Overall, the finding shows that the level of organisational commitment of teachers who are 11 years and above is higher than those 10 years and below of service in their current school. This is because three out of four dimensions of Teachers' Organisational Commitment namely; Commitment to School, Commitment to Teaching Occupation and Commitment to Work Group dimensions show that the level of organisational commitment of teachers who are 11 years and above is higher than those 10 years and below. This shows that the more years spent by teachers in their current school the higher degree of their obligation to the school, teaching occupation and work group. This result is consistent with the study by Konya et al. (2016) in their research, confirmed that employees with longer service are the only ones who have higher overall organisational commitment. Earlier, Newstrom (2007) reported that commitment is usually stronger among long-term stay employee and Salami (2008) mentioned that employees who had a higher term of jobs had more commitment than new employees. Iqbal (2010) also suggested that the more an employee remains in the

company, the greater the feelings of responsibility for the outcomes that are important to him. According to Amangala (2013), years worked have an overwhelming influence on commitment. In the context of teachers' organisational commitment as in the present study, Nguyen (2013) noted that experienced teachers appeared to show marginally more commitment to schools than those with less experience followed by recent study conducted by Shoaib and Khalid (2017) who mentioned that commitment towards the teaching profession increases with the increase of experience.

Meanwhile, only one dimension which is the Commitment to Teaching Work dimension shows that teachers' who are 10 years and below are higher than those 11 years and above. In general, this finding is similar to the research carried out by Konya et al. (2016) who stated that a higher commitment to remain within the organisation belongs to employees with a shorter job tenure. This could be similar in the case of teachers' organisational commitment. The reason behind this result could be that, as teachers, less years spent in an organisation does not influence their physical and psychological level in their daily lives, in fact they maintain the occupied level of an individual's daily life and remain committed to teaching work. Furthermore, it also could be that teachers that have a shorter job tenure in schools whether older teachers or newcomers, are aware that they had been recently posted in the current organisation after a long period of transfer seeking or new posting. This fact drives their commitment to stay within the organisation, especially on their teaching work such as helping the students out of the classroom, struggling more for the unsuccessful students, creating possibilities for extra lesson, and taking the class on time.

5.4 Research Implication

The implication of this study can be seen from the aspects of theory, methodology and practices. This include the Ministry of Education (MOE) policies, the improvement in the provision of training and school management practices.

5.4.1 Implication on Theory

This study presents some contributions to the theories used by the researcher. The research framework of this study was developed by merging Emotional Intelligence Competence Model by Goleman et al. (2002), Teachers' Academic Optimism by Woolfolk Hoy et al. (2008) and Teachers' Organisational Commitment Model by Celep (2000). Meanwhile, the conceptual framework was based on Social Exchange Theory mainly by early writings of Homans (1958,1961,1974) and other Social Exchange Theory theorist such as Thibaut and Kelley (1959), Blau (1964) and Emerson (1962, 1972,1976).

The findings of this study show that the elements of Leaders' Emotional Intelligence as introduced by Goleman et al. (2002) are well adapted to the context of the education system in Malaysia. This study seeks to support previous researchers' recommendations that the existence of Leaders' Emotional Intelligence has an impact on Teachers' Academic Optimism (Bandura, 1997; Fullan, 2014; Perelli, 2018; Pierce, 2001 and Teague, 2015) and Teachers' Organisational Commitment (Berry, 2015; Nordin, 2012; Ruestow, 2008; Sayir, 2018; Saleem et al., 2017 and Wong et al., 2010).

However, this study has found new insights into Leaders' Emotional Intelligence. In the context of secondary schools in Malaysia, Leaders' Emotional Intelligence is more prominent in two dimensions, namely Self-Management and Social

Awareness. This is different compared to Goleman et al's proposal (2002) of four dimensions, a study by Mayer et al. (2003) also suggested that emotional intelligence consists of four skill dimensions, Feldman (1999) and Petrides and Furnham (2000) suggested five dimensions, earlier Dulewics and Higgs (1999) proposed seven components similar to Palmer, Stough, Harmer, and Gignac (2009) and recently Drigas and Papoutsi (2018) proposed a nine-layer pyramid of emotional intelligence model. Although only two dimensions appear to be the most prominent dimensions in the findings of this study, but when explored individually, the dimensions are found to be overlap with other dimensions.

In the context of secondary schools in Malaysia, the Relationship Management dimension seems to be embedded under the dimension of Self-Management. This is further strengthened by descriptive quantitative findings that show that the principals' level of ability to handle and manage his or her subordinates' feeling, needs and concerns and principals' ability to manage their own emotion and internal states exist very closely which is in a high and a moderately high level in the school of study. The Relationship Management dimension if well managed by principals, can be a contributing factor to their own self-control, adaptability and create a positive outlook.

Meanwhile, the Self-Awareness dimension is synonymous with the Social-Awareness dimension. The principals in the school of study display a deep understanding of their own emotions, strengths, weaknesses, needs and drives which are the foundation to the other dimensions especially the Social Awareness dimension whereby they were able to empathise with others and situations. The teachers see these two dimensions are necessary ingredients in leadership as mentioned by Goleman et al.

(2002) that leaders who are the most successful at understanding emotional intelligence often have a high level of responsibility and self-awareness.

Theory of Social Exchange (Homans, 1961) has also proven to be a key aspect in the context of Malaysian secondary schools as the finding of current study shows that Self-Management and Social Awareness dimensions related to employees' organisational commitment. This shows that a leader who has self-management and social awareness ability positively enhance the organisational commitment of his or her subordinates which in return the teachers strive hard to achieve organisational goals and this situation is likely to be repeated. A study by Ruestow (2008) found that the mean scores of followers' organisational commitment demonstrated a correlation with the self-management level of the leaders. Furthermore, Ruestow (2008) also reported that leaders in the EI Social Awareness cluster who ranked highest had followers with the highest mean of OC. Earlier, George (2000) had a similar finding. He noted that the ability to understand and manage moods and emotions in oneself and in others contributes to leader effectiveness and positively influences follower commitment. One of the most recent study by Sayir (2018) claimed that teachers' opinions about organisational commitment were found to be positive and they stated that the school principals use emotional intelligence skills, and this has affected teachers' organisational commitment positively.

These findings are parallel with the explanation on Social Exchange Theory by Homans (1961) who noted that there is a persistence of exchange relations, tangible or intangible, and more or less rewarding or costly, between at least two persons which show how A's (Leaders' Emotional Intelligence) behaviour reinforced B's (Teachers' Organisational Commitment) behaviour (in a two-party relationship between actors A

and B), and how B's behaviour reinforced A's behaviour in return. In relation, Homans (1974) stated that behaviour that generates positive consequences is likely to be repeated. In this study, when the principals effectively manage their own emotion, recognise and understand the emotions of his or her subordinates, they induce good feeling in the people they lead and in return, when the team members are feeling good, they were poised to perform well and be committed. Moreover, the necessary ingredient in leadership such as empathy, organisational awareness and service orientation portrayed by a leader in an organisation increase employees' commitment to organisation whereby the subordinates exert effort to contribute towards organisational performance and achievement.

Furthermore, Social Exchange Theory also best explained the current study through the variables such as Leaders' Emotional Intelligence especially the Self-Management and Social Awareness dimensions and Teachers' Academic Optimism. It is found that the initiating action of leaders by keeping disruptive emotions and impulses in check and being able to subtleties in body language and hear emotional messages behind people's words had sowed a positive relationship between leaders and teachers. This created an environment that enables effective teaching which in turns positively impacts teachers' belief that he or she can make a difference in the academic performance of students. This situation generated a relationship which is based on reciprocation, that is, each individual in the relationship will provide benefits to the other so long as the exchange is equitable, and the units of exchange are important to the respective parties. As mentioned by recent social exchange theorist such as Bishop, Scott, and Burroughs (2000) and Eisenberger et al. (2004) who continued the work by Homans, employees may exchange commitment in return for organisational support.

Committed workers are more desirous of maintaining their associations and will become more motivated on behalf of their employers.

This is in line with recent study by Mason (2018) who revealed that emotional intelligence in leaders helps in maintaining a favourable learning environment, as well as creation of harmonious relations between staff and the students. The finding also similar to the findings of Perelli (2018) who discovered that there is a significant relationship between principal support and teachers' academic optimism. Earlier Jacobs (1970) and Hollander (1979) have indicated that some theorists have argued that followers are highly committed and pleased when leaders treat them with psychological benefits. such as acceptance, appreciation, admiration, and affection in applying the theory of social exchange to leadership.

5.4.2 Implications on the Used Methodology

This study combines Leaders' Emotional Intelligence, Teachers' Academic Optimism and Teachers' Organisational Commitment. The combination of these three variables have never been implemented in any studies at school level in Malaysia. As far as the researcher concerned, most studies featured only these two variables, such as a combination of Leaders' Emotional Intelligence and Teachers' Organisational Commitment or a combination of Teachers' Organisational Commitment and Teachers' Academic Optimism. In addition, there are many studies that concentrate on emotional intelligence of the teachers or students rather than emotional intelligence of the leaders. In fact, many studies involving Leaders' Emotional Intelligence and organisational commitment in Malaysia were found to be were carried out in corporate sector as well as institutions of higher education level. In addition, the questionnaire instrument used

in this study for all three variables has gone through the validity and reliability process. Therefore, this instrument could be used for other relevant studies.

5.4.3 Implications on the Ministry of Education Policy (MOE)

Implementation of the Malaysian Education Development Plan (PPPM) 2013 - 2025 is the latest MOE's policy in providing the younger generation with new skills in line with the needs and challenges of the 21st century. Based on PPPM, there are three shifts that directly lead to this study, namely the 4th, 5th and 10th shifts. The 4th shift which is Transform Teaching into the Profession of Choice clearly illustrates MOE's commitment to produce high quality of educators as it is the most significant school-based factor in determining student outcomes. This is closely related to an international study stating that the excellence of each pupil depends on the quality of teachers (Ministry of Education, 2013). In order to achieve this goal, the government has raised the entry bar for teachers from 2013 to be amongst the top 30% of graduates. The Ministry will rigorously enforce entry standards to ensure that 100% of every teacher training intake meet the minimum academic requirement which means, only the best candidates will be recruited as teachers (Ministry of Education, 2013). Moreover, Teacher Education Institute (IPG) in the entire nation have been reshuffled and upgraded according to specialisation.

In addition, ministry's action in improving working conditions for teachers have provided greater benefits to teachers. The 4th shift also emphasises the determination of MOE to ensure that teachers focus only on their teaching in the classroom. The Ministry has started streamlining existing data collection and management systems to eliminate duplication of data requests and building extra classrooms, deploying additional teachers, and tighter enforcement of enrolment quotas in order to reduce

overcrowding in classes. It leads to the acquisition of academic optimism among teachers, which increases the efficacy of the teaching and learning process and indirectly increases the degree of the Teacher's Organisational Commitment.

The quality of school leaders is the second biggest school-based factor in determining student outcomes, after teacher quality (Thien et al., 2014; Ministry of Education, 2013; Ackerman, Heafner, & Bartz, 2006). This is clearly explained in the 5th Shift; Ensuring High-Performing School Leaders in Every School. Through this shift, the criteria for the selection of principals and headmasters is no longer based on service periods but rather emphasises on leadership competence. The Ministry will institute a succession planning process that identifies and cultivates high potential individuals to ensure that there is a ready pool of candidates that can be called upon as soon as an opening is available. Therefore, principals' leadership should not only focus on instructional leadership, but they need to increase their ability to manage human resources more effectively and ensure that school excellence can be preserved. This highlights the importance of emotional intelligence competencies among principals' which indirectly produce more emotionally intelligent future leaders under their leadership. Furthermore, as school leaders, principals are given the freedom to make decisions regarding their respective leadership style and management practices.

The 10th Movement, Maximizing the Student's Achievement for Each Ringgit, emphasises on the Return of Investment, which is the efficiency and effectiveness of MOE in spending and fund allocation to improve student achievement. Through PPPM, students benefit greatly regardless of their socio-economic background. As soon as they graduate from school, these students are expected to be knowledgeable, skilled, have high self-esteem and able to compete well with their peers from other countries.

5.4.4 Implications on the Improvement of Education Leadership Practices, Teacher Training and Teacher Professional Development Programme

From the aspects of education leadership practices and teacher training and teacher development programme, based on the findings of this study, some suggestions can be presented to the leaders of educational organisations, teachers as well as the educational institutions that conduct training and development programmes. This is due to the fact that the leadership of a principal has a great impact on teachers to be more committed to carrying out their essential duties in order to achieve organisational goals. At the same time principals need to cultivate Teachers' Academic Optimism among members of the organisation while delivering classroom instruction. Meanwhile, the Teachers' Academic Optimism which is the teachers' behaviour in terms of cognitive, affective, and behavioural dimensions are closely related to the Teachers' Organisational Commitment. These two variables need to be run simultaneously as a system that can enhance the organisation's achievements and excellence. Thus, the improvement under this aspect is vital and undeniable.

5.4.4(a) Implications on Education Leadership Practices

Leadership is the cornerstone of the success of an organisation. This is because a leader who is able to lead effectively, brings excellence to the organisation. In ensuring leadership excellence continues, leaders should focus on several suggestions.

The findings on the level of Leaders' Emotional Intelligence among principals in the school of the present study showed that the emotional intelligence among leaders is at a high level for three out of four dimensions which is according to Goleman et al. (2002) Emotional Intelligence Competence Model associated with two general domains

namely personal competence and social competence. These three dimensions could be a guide and reference to school leaders in order to sustain excellence of the organisation they lead. Goleman et al. (2002) suggested that effective leaders will possess at least one competence from each of the four fundamental areas of emotional intelligence.

As a leader in school, principals are suggested to apply and enhance the characteristics of Leaders' Emotional Intelligence while carrying out their duties. One of them is to maintain self-management. A focused drive that all leaders need to achieve their goals. In this case, the principals should be able to manage their emotions, incentives and resources. Personal competencies of self-management which include skills such as emotional self-control, transparency, adaptability, achievement, initiative and optimism should always be demonstrated by principals for achieving these purposes. As a leader, principals should act to influence their teachers by remain calm, manage confrontation and emotional outbursts effectively. When, principals recognise and regulate his or her own emotions they would able to understand and effectively manage the emotions of the teachers and when people feel good, they work at their best (Goleman et al., 2002).

The second most important aspect is social awareness. Social awareness is supported by empathy, organisational awareness that enables the leader to discern the relationships and politics of the organisation, and service that meets the needs of those connected to the organisation. Principals should know how to handle relationships and instill awareness of others' feelings, needs, and concerns. In this case, principals should always be easy to approach. Teachers should feel free to meet and discuss any issues with principal. At this stage, principals should be seen as a reference point to the teachers as principals highly define their emotions, behaviours and characteristics in

leading the organisation. The power as a reference point should be used best in managing the school. The principals are seen as more transparent, open-minded and most importantly emotionally intelligent to handle any internal crisis occurring at school. Any form of issues that arise should be discussed and managed to satisfy both parties. Principals should be seen as an emotional guide for the group and should build the emotional climate of the group that brings out the best of each member of the group. Furthermore, school leadership is expected to create a high level of trust in both parties, principals and teachers. Social awareness possess by principals could reinforce this aspect of trust which indirectly strengthen the relationships between subordinates and leaders and eventually promote productive teams.

Principals are also advised to always be emotionally supportive to enhance Teachers' Academic Optimism. Education itself is dynamic. With current ongoing educational transformation and various workload, teachers need to be prepared to change physically and mentally. Principals should utilise emotional intelligence to assist teachers to continuously improve. Therefore, principals should always be able to sense teachers' feelings and perspectives, and take an active interest in their concerns. Hence, teachers' should be encouraged to incorporate elements of self-efficacy, trust on parents and students and academic emphasis in their teaching and learning activities in the classroom. In an effort to instill Teachers' Academic Optimism, the role of the principal as an emotional guidance is very important. A principal who continues to improve his or her own emotional intelligence, especially self-management, will also promote their practice and the development of teachers. In other words, the principals' interpersonal skills can influence teachers to behave in such a way and causes principals to be highly regarded by their subordinates.

At the same time, principals should give priority to anticipate, recognise, and meeting customers' need. Principals should always demonstrate high commitment to students and parents where student's achievement is put forward. Hence, emotional intelligence components such as social awareness is particularly important in developing the Teachers' Academic Optimism which is essential in creating optimal development conditions for student's achievement. Schools that embrace the element of Teachers' Academic Optimism in their teaching and learning will necessarily be able to boost the excellence of the students to the highest level. Indirectly, this also serves to preserve school achievement. Nonetheless, applying this characteristic of Leaders' Emotional Intelligence should be the principals' practice in schools as it will influence the behaviour of teachers to be more academically optimistic in the classroom. This is also important to ensure that schools remain outstanding.

5.4.4(b) Implications on Training at the Aminuddin Baki Institute (IAB)

The role of the Institute of Aminuddin Baki (IAB), an educational leadership training institution, is expected to provide and strengthen training programmes in line with the latest needs in the country's education system. It is also expected to strengthen leadership style and management practices in schools.

IAB also has the ability to design new courses in order to preserve the excellence and achievement of existing schools. Emotional intelligence issues are currently addressed in the National Professional Credential for Educational Leaders (NPQEL) but on a small scale. As stated by Goleman et al. (2002), emotional intelligence are not innate talents but learned abilities. Therefore, IAB can introduce Leaders' Emotional Intelligence leadership style as one of the latest leadership styles along with other leadership styles such as instructional leadership and transformational leadership in the

training modules. The training programmes could help school leaders to create awareness on their level of emotional intelligence and implement emotional intelligence competencies effectively in their respective schools. Following that, other follow up training programmes can be undertaken to increase the level of emotional intelligence of leaders. Studies by Ganta and Manukonda (2018), Saleem et.al. (2017), Nordin (2012), Wong et al. (2010) and Blaik Hourani et al. (2020) show that leaders who are emotionally intelligent will boost the excellence of the organisation in the long term.

With the appropriate training and development programmes undertaken to increase the level of emotional intelligence of the leaders, the schools will be able to increase the commitment level of teachers from the current moderately high level to high level in the future.

5.4.4(c) Implications on Training at the Faculty of Educational Studies in Institute of Higher Education

The faculty of educational studies in institute of higher education that focuses on training for future educators, can play a role by improving the content of teacher pedagogy and teacher education specifically to the secondary school teachers. To develop emotionally intelligent teachers and future leaders, training should be focused at the root level. Under this sense, the faculty of educational studies in institute of higher education is considered to be the most suitable institution for offering training to aspiring educationalists. Hence, the faculty of educational studies in institute of higher education may play an important role by incorporating emotional intelligence into the curriculum to upcoming educators in line with Goleman's notion that emotional intelligence can be taught. The faculty of educational studies in institute of higher education should support the need for emotional development of pre-service teacher

through training programmes before serving in school. Generally, it is believed that individuals with better emotional intelligence tend to be better leaders or managers.

Secondly, in order to ensure that teachers can generate higher academic optimism in terms of cognitive, affective and behavioural dimensions, early exposure at training institute should take place. Therefore, elements of teacher self-efficacy, trust, and academic emphasis can be nurtured and developed within each individual through training modules and programme. Awareness of this should be created among pre-service teachers so they can instill a positive belief in his or her capabilities to overcome difficulties and react to failure with resilience and perseverance during their service in schools. Teachers should also be aware of the value of how they see their role in growing student success and what they are doing in schools to create a meaningful learning climate.

5.4.4(d) Implication on Teacher Professional Development Programme

The significant influence of Leaders' Emotional Intelligence characteristics on Teachers' Organisational Commitment and Teachers' Academic Optimism proposed the need to re-look at the teacher professional development programme in schools. Professional development of teachers is a significant feature in the context of Malaysian education, where all teachers must undergo a minimum of seven days of training each year and the training must be documented (Ministry of Education, 2005).

In order to meet the required training days for all teachers, most of the principals will work out a form of in-house training to accommodate the training needs of teachers. Apart from that, teachers are also allowed to attend courses outside their schools. The aim of such development programme is to equip teachers with the up-to-date knowledge

and skills for effective instruction. Teachers in Malaysia reported high percentage of attendance in professional development courses, but student academic performance has dropped consistently over the years (Ministry of Education, 2012). Such trend sent forth concern that teacher professional development might not bring benefit to student learning.

The results of this study indicated the possibility of establishing a school-based teacher's professional development by urging principals to incorporate some of these Leader's Emotional Intelligence characteristics-strong interpersonal skills, be able to get along with others and exercise high level of resonance (to bring out everyone's best) as these characteristics were found to influence Teachers' Organisational Commitment and Teachers' Academic Optimism which are related to student learning and organisation excellence. To cite an example, when principals engage in the behaviour of self-management and social awareness, teachers are encouraged to work with each other in a pure form of mental ability and intelligence. Such teacher interaction facilitated Teachers' Academic Optimism and Teachers' Organisational Commitment and it could be more effective as the school-based trainings were based on context and embedded in the job (Dinham, 2007; Fullan, 2002; Ministry of Education, 2012; Timperley, 2005). Therefore, instead of inviting experts from outside the school to train teachers or to send teachers outside the school for training, the findings of this study suggested that the learning needs of teachers should be addressed by the principals, who would be more engaged in discussions with teachers to promote reflection and encourage professional development behaviour of teachers.

5.5 Recommendations for Future Research

The current study has obtained valuable findings about the relationships between Leaders' Emotional Intelligence, Teachers' Academic Optimism and Teachers' Organisational Commitment in a random set of secondary schools in Malaysia. Nevertheless, the results from this study suggested a number of potential recommendations for researchers in the future.

Firstly, the current study was conducted on the leaders and teachers in a random set of secondary schools in Malaysia. Future research should consider primary schools too. It is recommended to target samples throughout the country of Malaysia from a maximum number of schools. This might yield more interesting results and will make it possible for the findings to be generalised for all administrators across the schools in Malaysia.

Secondly, it would also be useful for future research to carry on comparison research on these three variables. For example, comparison between leaders and teachers from secondary schools and primary schools, between urban and rural schools or between public and private schools. These comparisons can help researchers to identify the differences in school culture, principals' leadership, teachers' organisational commitment patterns and teachers' academic optimism level in schools.

Thirdly, future studies should employ methodological triangulation by using qualitative methods, involving participant observations, and using in-depth interview methods. These methods are ways to get in depth and comprehensive information. Personal interviews might have different results when subjects are not likely to respond to the survey method.

In addition, this study also shows that Teachers' Academic Optimism variable serves as a partial mediator on the relationship between Leaders' Emotional Intelligence and Teachers' Organisational Commitment. Thus, for the purpose of further study, Teachers' Academic Optimism is also suggested to be tested as a moderator variable between these two variables.

5.6 Conclusion

Overall, this study aims to identify the influence of Leaders' Emotional Intelligence on Teachers' Organisational Commitment and Teachers' Academic Optimism based on the Social Exchange Theory by (Homans 1958,1961,1974). The finding from this study shows that the emotionally intelligent leadership possessed by a school principal has a significant impact on Teachers' Academic Optimism and Teachers' Organisational Commitment. At the same time, it has been found that Teachers' Academic Optimism has an influence on Teachers' Organisational Commitment. This can be seen through the three dimensions of Teachers' Academic Optimism, namely Teacher Sense of Self-Efficacy, Teacher Trust in Parents and Students and Teacher Academic Emphasis that act as partial mediators on the relationship between several dimensions of Leaders' Emotional Intelligence and Teachers' Organisational Commitment. The findings of this study also show that the influence of Leaders' Emotional Intelligence, Teachers' Academic Optimism and Teachers' Organisational Commitment in Malaysian secondary schools has similar ties and is consistent with previous findings made abroad in spite of different demographic and cultural aspect.

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APPENDICES

APPENDIX A: EPRD APPROVAL



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
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Ruj. Kami : KPM.600-3/2/3-eras(305)
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98A LORONG BLM 5/3
BANDAR LAGUNA MERBOK 8000 SUNGAI PETANI
KEDAH

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

" THE INFLUENCE OF LEADERS' EMOTIONAL INTELLIGENCE AND TEACHERS' ACADEMIC OPTIMISM ON TEACHERS' ORGANISATIONAL COMMITMENT IN MALAYSIAN SECONDARY SCHOOL "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **15 Mac 2018** hingga **31 Ogos 2018**.

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"SEHATI SEJIWA"

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN KEDAH
JABATAN PENDIDIKAN PULAU PINANG
JABATAN PENDIDIKAN PERAK
JABATAN PENDIDIKAN PERLIS

APPENDIX B: JPN KEDAH



KEMENTERIAN PENDIDIKAN MALAYSIA
JABATAN PENDIDIKAN NEGERI KEDAH
KOMPLEKS PENDIDIKAN, JALAN STADIUM
05504 ALOR SETAR
KEDAH DARUL AMAN

Telapan : 04-740 4000
Faks : 04-740 4342
Laman Web : www.moe.gov.my

"MUAFAKAT KEDAH"

Ruj Kami : JPK, SPS, UPP 600-1/1/2 Jld.5 (38)
Tarikh : 8 Februari 2018

Uma Thevi a/p Vetriveilmany
98 A, Lorong BLM 5/3
Bandar Laguna Merbok
08000 Sungai Petani
Kedah Darul Aman

Tuan,

**Kebenaran Untuk Menjalankan Kajian/ Soal Selidik di Jabatan Pendidikan Negeri /
Pejabat Pendidikan Daerah dan Sekolah – Sekolah di Negeri Kedah Darul Aman**

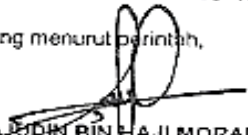
Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2. Dimaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian yang bertajuk
" **The Influence Of Leaders' Emotional Intelligence And Teachers' Academic Optimism On
Teachers' Organisational Commitment In Malaysian Secondary School** " telah diluluskan.
3. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan
penyelidikan yang tuan/puan kemukakan ke Kementerian Pendidikan Malaysia. Tuan/Puan
dikehendaki mengemukakan senaskah laporan akhir kajian setelah selesai kelak dan diingatkan
supaya mendapat kebenaran terlebih dahulu daripada Jabatan ini sekiranya sebahagian atau
sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau
diumumkan kepada media.
4. Kebenaran ini adalah tertakluk kepada persetujuan Pengetua/ Guru Besar sekolah berkenaan
dan adalah sah bermula dari 15 Mac 2018 hingga 31 Ogos 2018.

Sekian, terima kasih,

" BERKHIDMAT UNTUK NEGARA "
" MUAFAKAT KEDAH "
" PENDIDIKAN CEMERLANG KEDAH TERBILANG "

Saya yang menurut perintah,


(MD TAHIR BIN HAJI MORAD, sck.)
Penolong Pengarah Kanan (Ketua Unit)
Unit Perhubungan dan Pendaftaran
Sektor Pengurusan Sekolah
b.p. Pengarah Pendidikan Negeri Kedah Darul Aman

"1 Malaysia: Rakyat Didahulukan, Pencapaian Diutamakan"
Sila sahkan syarikat Jabatan ex-opsis bertuteng



APPENDIX C: JPN PERAK



KEMENTERIAN PENDIDIKAN MALAYSIA

Jabatan Pendidikan Negeri Perak

Jalan Tun Abdul Razak

30640 Ipoh, Perak Darul Ridzuan

Tel : 605 501 5000

Faks : 605 527 7273

Laman Web : <http://jpnperak.moe.gov.my>

Ruj. Tuan :

Ruj. Kami : J. Pcl. Pk (AM)5114/4 Jld.28 (34)

Tarikh : 15 Mac 2018

UMA THEVI A/P VETRIVEILMANY,

98A, Lorong BLM 5/3,

Bangunan Lagunan Merbok,

08000 Sungai Petani,

Kedah Darul Aman.

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH - SEKOLAH DI NEGERI PERAK DI BAWAH JABATAN PENDIDIKAN NEGERI PERAK

Sukacitanya perkara di atas di rujuk dan surat tuan yang diterima pada 13 Mac 2018 serta surat dari Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia, Rujukan : KPMS.P.600-3/2/3-eras(305), bertarikh 22 Februari 2018 adalah berkaitan.

2. Sehubungan dengan itu, dimaklumkan bahawa Jabatan Pendidikan Negeri Perak **tiada halangan** untuk membenarkan pihak tuan menjalankan kajian **"The Influence Of Leaders' Emotional Intelligence Abd Teachers' Academic Optimism On Teachers' Organisational Commitment in Malaysia Secondary School"** seperti dinyatakan dalam surat tuan dengan syarat-syarat berikut :-

- 2.1 Pihak tuan perlu mendapatkan kebenaran terlebih dahulu daripada Pegawai Pendidikan Daerah dan Pengetua sekolah untuk menggunakan sampel kajian;
- 2.2 Kajian yang dijalankan hendaklah tidak mengganggu proses pengajaran dan pembelajaran yang telah ditetapkan oleh pihak sekolah;
- 2.3 Pihak tuan bertanggungjawab menjaga keselamatan dan kebajikan guru-guru yang terlibat dalam kajian ini;
- 2.4 Pihak tuan hendaklah bertanggungjawab menanggung semua kos kajian;
- 2.5 Guru-guru/ murid tidak boleh dipaksa terlibat dengan kajian ini;



Sila catitkan rujukan Jabatan ini apabila bertubung



2.6 Pihak tuan dipohon agar mengemukakan **satu (1) salinan laporan kajian dalam tempoh 30 hari** ke jabatan ini selepas kajian tersebut dilaksanakan; dan

2.7 Tiada sebarang implikasi kewangan terhadap Jabatan Pendidikan Negeri Perak, Pejabat Pendidikan Daerah dan pihak sekolah.

3. Sukacita juga dingatkan sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa, pihak tuan perlulah **mendapatkan kebenaran terlebih dahulu** daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan Kementerian Pendidikan Malaysia dan satu salinan kepada Jabatan Pendidikan Negeri Perak.

4. Kebenaran permohonan ini adalah untuk tujuan yang dipohon dan melibatkan sekolah dalam daerah yang dinyatakan sahaja dan luput selepas tarikh 31 Ogos 2018.

Sekian terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menurut perintah,



(HAJI MOHD ROSLI BIN AHMAD, AMP., PPT.)

Timbalan Pengarah Pendidikan Negeri Perak

b.p Pengarah Pendidikan Negeri Perak

- s.k
1. Pengarah Pendidikan Negeri Perak
 2. Ketua Sektor Pengurusan Sekolah
 3. Semua Pegawai Pendidikan Daerah

APPENDIX E: JPN PULAU PINANG



JABATAN PENDIDIKAN PULAU PINANG

JALAN BUKIT GAMBIR
11700 PULAU PINANG

Tel : 04-657 5500, Faks : 04-658 2500
<http://jpnpp.edu.my>



KEMENTERIAN
PENDIDIKAN
MALAYSIA

"1 MALAYSIA : RAKYAT DIDAHULUKAN PENCAPAIAN DIUTAMAKAN."

Ruj Tuan :
Ruj Kami : JPNPP(PER) 1000-4/2 Jld.11 Bil(98)
Tarikh : 12 Mac 2018



Uma Thevi A/P Vetriveilmany
98A, Lorong BLM 5/3, Bandar Laguna Merbok,
08000 Sungai Petani, Kedah Darul Aman.

Tuan/Puan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT
PERGURUAN, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN – BAHAGIAN DI
BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA**

Dengan hormatnya saya diarah merujuk perkara tersebut di atas.

2. Surat kelulusan menjalankan kajian daripada Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia KPM.600-3/2/3-eras(305) bertarikh 22 Februari 2018 adalah dirujuk.
3. Dengan ini dimaklumkan bahawa pihak Jabatan Pendidikan Pulau Pinang, tiada halangan untuk Tuan/Puan menjalankan penyelidikan di sekolah-sekolah negeri Pulau Pinang yang bertajuk:

"The Influence Of Leaders' Emotional Intelligence And Teachers' Academic Optimism On Teachers' Organisational Commitment In Malaysia Secondary School" diluluskan.

4. Walau bagaimanapun Tuan/Puan adalah tertakluk kepada syarat-syarat seperti berikut:
 - 4.1 Mendapat kebenaran dari Pengetua/Guru Besar sekolah berkenaan.
 - 4.2 Tidak mengganggu perjalanan, peraturan dan disiplin sekolah.
 - 4.3 Segala maklumat yang dikumpul adalah untuk tujuan akademik sahaja.
 - 4.4 Menghantar satu salinan laporan kajian ke Jabatan ini setelah selesai kajian.
 - 4.5 Sila kemukakan surat ini apabila berurusan dengan pihak sekolah.
 - 4.6 Surat ini berkuatkuasa sehingga 31 Ogos 2018.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(ZURIDA BINTI MUSTAPHA)
Penolong Pendaftar Institusi Pendidikan
Jabatan Pendidikan Pulau Pinang
b.p Ketua Pendaftar Institusi Pendidikan
Kementerian Pendidikan Malaysia

APPENDIX F: QUESTIONNAIRE



BORANG SOAL SELIDIK

Soal selidik ini mengandungi empat bahagian iaitu; Bahagian A (7 item); Bahagian B (51 item); Bahagian C (9 item); dan Bahagian D (28 item).

Rakan guru yang dihormati,
Sukacita dimaklumkan bahawa tuan/puan telah terpilih untuk menjadi responden dalam kajian ini.

2. Terlebih dahulu saya ingin mengucapkan ribuan terima kasih atas kesudian tuan/puan sekalian meluangkan masa dan memberikan kerjasama untuk menjawab borang soal selidik ini. Soal selidik ini digunakan untuk tujuan penyelidikan sahaja. Semua maklumat yang diberikan adalah **sulit** dan **dirahsiakan**.

3. Borang soal selidik yang lengkap diisi akan dikembalikan kepada wakil yang diantik di jabatan tuan/puan. Sebarang cadangan dan pandangan tuan/puan amat dihargai dan didahului dengan ucapan ribuan terima kasih.

Yang benar,

.....
(UMA THEVI A/P VETRIVEILMANY)



QUESTIONNAIRE

This questionnaire consists of four sections; Section A (7 items); Section B (51 items); Section C (9 items) and Section D (28 items)

Dear fellow teachers,

I am pleased to inform you that sir/madam is chosen to be respondent in this research.

2. *First of all, I would like to thank you all for your time and cooperation in completing this questionnaire. This questionnaire is meant for research purposes only. All information is **strictly confidential**.*

3. *The completed questionnaire will be returned to the appointed representative in your school. Any suggestions and opinions are most welcome. Your cooperation is highly appreciated.*

Thank you.

Yours sincerely,

.....
(UMA THEVI A/P VETRIVEILMANY)

Bahagian B / Section B

Arahan: Sila nyatakan tahap kecerdasan emosi pengetua anda seperti yang terdapat dalam setiap item berdasarkan skala di bawah:

Instruction: Please rank your principal's emotional intelligence (EI) level in the organisation for each item according to the scale below:

Respon / Response	Skala / Scale
1	Sangat Tidak Setuju / <i>Strongly Disagree</i>
2	Tidak Setuju / <i>Disagree</i>
3	Kurang Setuju / <i>Rarely Agree</i>
4	Setuju / <i>Agree</i>
5	Sangat Setuju / <i>Strongly Agree</i>

No	Pernyataan / Statement	Tahap kecerdasan emosi / Level of EI				
		1	2	3	4	5
1.	Pengetua saya menghormati nilai-nilai yang biasa diterima dalam komuniti bekerja. <i>My principal respects values accepted in the working community.</i>					
2.	Pengetua saya dapat melihat gambaran besar dalam keadaan yang kompleks dan tahu cara terbaik untuk bertindak balas. <i>My principal is able to see a clearer view in a complex situation and knows the best way to react.</i>					
3.	Pengetua saya adalah tulus dan boleh bercakap secara terbuka tentang visi dan emosinya. <i>My principal is truthful and able to speak openly about his/her visions and emotions.</i>					
4.	Pengetua saya berfikiran terbuka untuk mempelajari perkara baharu sepanjang masa. <i>My principal is open to learn new things all the time.</i>					
5.	Pengetua saya mengalu-alukan kritikan dan maklum balas yang konstruktif. <i>My principal welcomes constructive criticism and feedback.</i>					
6.	Pengetahuan diri pengetua saya yang baik membantu beliau sedar akan masa yang sesuai untuk meminta bantuan. <i>My principal's good self-knowledge enables him/her to know the time to seek help.</i>					
7.	Pengetua saya mengalu-alukan tugas sukar kerana beliau tahu bahawa beliau dapat menjayakan tugas tersebut. <i>My principal welcomes difficult tasks knowing that he/she is able to meet the expectations.</i>					
8.	Pengetua saya mempunyai keyakinan diri sendiri yang tinggi sehingga membolehkan beliau menonjol dalam kumpulan. <i>My principal has self-assurance that allows him/her to stand out in a group.</i>					

No	Pernyataan / <i>Statement</i>	Tahap kecerdasan emosi / <i>Level of EI</i>				
		1	2	3	4	5
9.	Pengetua saya tetap tenang dan berfikiran terbuka dalam situasi tekanan tinggi atau semasa sesuatu krisis. <i>My principal stays calm and clear in a stressful situation or during a crisis.</i>					
10.	Pengetua saya tetap kuat apabila berhadapan dengan situasi mencabar. <i>My principal remains undisturbed when confronted with a challenging situation.</i>					
11.	Pengetua saya mengakui kesalahan atau kesilapan beliau secara terbuka. <i>My principal openly admits his/her mistakes or faults.</i>					
12.	Pengetua saya bersedia menghadapi tingkah laku orang lain yang tidak beretika dan bukannya membutakan mata. <i>My principal confronts unethical behaviour rather than turning a blind eye.</i>					
13.	Pengetua saya fleksibel dan pandai menyesuaikan diri dengan cabaran baharu dalam persekitaran kerja. <i>My principal is flexible in adapting to new challenges in a working environment.</i>					
14.	Pengetua saya dapat menyesuaikan diri dalam situasi mencabar tanpa hilang fokus atau tenaga beliau. <i>My principal is able to adapt in demanding situations without losing his/her focus or energy.</i>					
15.	Pengetua saya sentiasa mengemas kini diri beliau mengikut perkembangan semasa dalam persekitaran kerja. <i>My principal updates himself/herself with the changing demands in working life.</i>					
16.	Pengetua saya menetapkan matlamat yang boleh diukur dan mencabar dirinya. <i>My principal sets measurable and challenging goals to himself/herself.</i>					
17.	Pengetua saya menetapkan matlamat yang boleh diukur dan mencabar kepada guru-gurunya. <i>My principal sets measurable and challenging goals to his/her teachers.</i>					
18.	Pengetua saya bersedia mengambil risiko. <i>My principal is able to take risks.</i>					
19.	Pengetua saya menetapkan standard yang tinggi untuk dirinya sendiri. <i>My principal has set high standards for himself/herself.</i>					
20.	Pengetua saya menetapkan standard yang tinggi bagi guru-gurunya. <i>My principal has set high standards for his/her teachers.</i>					

No	Pernyataan / <i>Statement</i>	Tahap kecerdasan emosi/ <i>Level of EI</i>				
		1	2	3	4	5
21.	Pengetua saya meneroka peluang dan bukan sekadar menunggu peluang tersebut. <i>My principal explores for opportunities rather than simply waiting for opportunities to come.</i>					
22.	Pengetua saya mewujudkan peluang kerja masa depan yang aktif. <i>My principal creates active future work opportunities.</i>					
23.	Pengetua saya tidak teragak-agak untuk menghalang masalah birokrasi. <i>My principal does not hesitate to prevent bureaucratic problems.</i>					
24.	Pengetua saya memikul tanggungjawab untuk mewujudkan peluang kerja untuk masa depan. <i>My principal takes the responsibility to create work opportunities for the future.</i>					
25.	Pengetua saya mempunyai penampilan yang optimistik. <i>My principal has an optimistic outlook.</i>					
26.	Pengetua saya melihat orang lain secara positif dan bukannya dari sudut negatif. <i>My principal sees other people positively rather than in a negative prospect.</i>					
27.	Pengetua saya menjangkakan prestasi terbaik orang bawahannya. <i>My principal expects the best performance from his/her subordinates.</i>					
28.	Pengetua saya melihat peluang dan bukannya ancaman semasa menghadapi rintangan. <i>My principal sees an opportunity rather than a threat in overcoming hindrance.</i>					
29.	Pengetua saya mendengar dengan penuh perhatian dan mampu memahami perspektif orang lain. <i>My principal listens attentively and can grasp the other person's perspective.</i>					
30.	Pengetua saya dapat bergaul dengan sesiapa daripada pelbagai latar belakang atau budaya. <i>My principal is able to get along with people of diverse backgrounds or from other cultures.</i>					
31.	Pengetua saya dapat memahami kuasa politik di tempat kerja dalam organisasinya. <i>My principal is able to understand the political forces at work in his/her organisation.</i>					
32.	Pengetua saya dapat memahami nilai-nilai yang membimbing dan peraturan yang tidak jelas dalam kalangan guru di dalam organisasinya. <i>My principal is able to understand the guiding values and unspoken rules that operate among teachers in his/her organisation.</i>					

No	Pernyataan / <i>Statement</i>	Tahap kecerdasan emosi/ <i>Level of EI</i>				
		1	2	3	4	5
33.	Pengetua saya berasa bahawa orang yang berhubung secara langsung dengan pelanggan (pelajar, ibu bapa) dapat menjaga hubungan di landasan yang betul. <i>My principal sees that people directly in touch with the customer or client (student, parents) will keep the relationship on the right track.</i>					
34.	Pengetua saya memantau kepuasan pelanggan (pelajar, ibu bapa) dengan teliti. <i>My principal monitor customer or client (students, parents) satisfaction carefully.</i>					
35.	Pengetua saya memastikan pelanggan (pelajar, ibu bapa) mendapat segala yang diperlukan oleh mereka. <i>My principal ensures that customers or clients (students, parents) are getting what they need.</i>					
36.	Pengetua saya mewujudkan suasana kerja untuk tujuan bersama melebihi tugas seharian lalu menjadikan kerja bertambah menarik. <i>My principal offers a sense of common purpose beyond the day to day tasks, making work exciting.</i>					
37.	Pengetua saya dapat memberikan perhatian terhadap perkara yang diminta kepada subordinatnya. <i>My principal is able to embody what he/she asks of his/her subordinates.</i>					
38.	Pengetua saya dapat menyatakan misi bersama dengan cara yang memberikan inspirasi kepada subordinatnya. <i>My principal is able to articulate a shared mission in a way that inspire his/her subordinates.</i>					
39.	Pengetua saya mempunyai kebolehan memberi respon yang menepati kehendak seseorang pendengar. <i>My principal finds just the right appeal for a given listener.</i>					
40.	Pengetua saya tahu cara untuk mewujudkan rangkaian sokongan untuk inisiatif baharu. <i>My principal knows how to create a network of support for a new initiative.</i>					
41.	Pengetua saya dapat berbicara secara yakin untuk perkara-perkara yang dilihatnya penting. <i>My principal is able to speak persuasively for the things he/she sees important.</i>					
42.	Pengetua saya menunjukkan keikhlasan dalam membantu subordinatnya. <i>My principal shows a genuine interest in helping his/her subordinates.</i>					

No	Pernyataan / <i>Statement</i>	Tahap kecerdasan emosi/ <i>Level of EI</i>				
		1	2	3	4	5
43.	Pengetua saya memahami matlamat, kekuatan dan kelemahan subordinatnya. <i>My principal understands his/her subordinates' goals, strenghts and weaknesses.</i>					
44.	Ketua saya bersedia memberi maklum balas konstruktif dan tepat pada masanya. <i>My principal willing to give timely and constuctive feedback.</i>					
45.	Pengetua saya ialah penyokong kuat untuk perubahan walaupun menghadapi pembangkang. <i>My principal is a strong advocate for change even in the face of opposition.</i>					
46.	Pengetua saya mampu bertengkar dengan tegas untuk perkara-perkara yang dilihatnya penting. <i>My principal is capable of arguing compellingly for the things he/she sees important.</i>					
47.	Pengetua saya dapat mencari cara praktikal mengatasi halangan untuk perubahan. <i>My principal is able to find practical ways to overcome barriers to change.</i>					
48.	Pengetua saya dapat menyelesaikan konflik yang wujud antara subordinatnya. <i>My principal is able to solve conflicts between his/her subordinates.</i>					
49.	Dalam keadaan konflik, pengetua saya dapat mempengaruhi semua pihak dan memahami perspektif yang berbeza. <i>In conflict situation, my principal is able to draw out all parties and understand the differing perspectives.</i>					
50.	Pengetua saya seorang pemain pasukan. <i>My principal is a team player.</i>					
51.	Pengetua saya dapat mempengaruhi orang lain memberikan komitmen aktif dan bersemangat untuk usaha kolektif. <i>My principal draws others into active, enthusiastic commitment to collective effort.</i>					

Lihat sebelah

Bahagian C / Section C

Arahan: Sila nyatakan tahap akademik optimistik anda seperti yang terdapat dalam item 1-3 berdasarkan skala di bawah:

Instruction: Please rank your academic optimism (AO) level in item 1-3 according to the scale below:

Respon / Response	Skala / Scale
1	Tiada / Nothing
2	Sangat sedikit / Very Little
3	Sedikit Pengaruh / Some Influences
4	Banyak / Quite a Bit
5	Sangat banyak / A Great Deal

No	Pernyataan / Statement	Tahap akademik optimistik/ Level of AO				
		1	2	3	4	5
1.	Saya dapat memotivasikan murid yang kurang berminat dalam kerja sekolah. <i>I can motivate students who show less interest in school work.</i>					
2.	Saya dapat menjadikan murid percaya bahawa mereka boleh berjaya di sekolah. <i>I can get students to believe that they can do well in school.</i>					
3.	Saya boleh menjadikan murid mengikut peraturan bilik darjah. <i>I can get students to follow classroom rules.</i>					

Lihat sebelah

Arahan: Sila nyatakan tahap akademik optimistik anda seperti yang terdapat dalam item 4-9 berdasarkan skala di bawah:

Instruction: Please rank your academic optimism (AO) level in item 4-9 according to the scale below:

Respon / Response	Skala / Scale
1	Sangat Tidak Setuju / <i>Strongly Disagree</i>
2	Tidak Setuju / <i>Disagree</i>
3	Kurang Setuju / <i>Rarely Agree</i>
4	Setuju / <i>Agree</i>
5	Sangat Setuju / <i>Strongly Agree</i>

No	Pernyataan / Statement	Tahap akademik optimistik/ Level of AO				
		1	2	3	4	5
4.	Kebanyakan murid saya adalah jujur. <i>Most of my students are honest.</i>					
5.	Ibu bapa murid saya boleh saya percayai. <i>My students' parents are reliable.</i>					
6.	Saya percaya akan murid saya. <i>I trust my students.</i>					
7.	Saya memastikan murid saya berjaya dari segi akademik. <i>I make sure that my students to achieve academically.</i>					
8.	Saya memberi murid saya tugas yang mencabar. <i>I give my students challenging work.</i>					
9.	Saya menentukan matlamat yang tinggi tetapi boleh dicapai untuk murid saya. <i>I set high but attainable goals for my students.</i>					

Lihat sebelah

Bahagian D / Section D

Arahan: Sila nyatakan tahap komitmen organisasi anda seperti yang terdapat dalam setiap item berdasarkan skala di bawah:

Instruction: Please rank your organisational commitment (OC) level in each item according to the scale below:

Respon / Response	Skala / Scale
1	Sangat Jarang/ <i>Very Seldom</i>
2	Kurang Berlaku / <i>Rarely Occurs</i>
3	Kadangkala Berlaku / <i>Sometimes Occurs</i>
4	Kebanyakan Berlaku / <i>Mostly Occurs</i>
5	Selalu Berlaku/ <i>Always Occurs</i>

No	Pernyataan / <i>Statement</i>	Tahap komitmen organisasi / <i>Level of OC</i>				
		1	2	3	4	5
1.	Saya bekerja bersungguh-sungguh untuk sekolah ini. <i>I work hard for the school.</i>					
2.	Saya sanggup melakukan sebarang tugas asalkan saya boleh kekal berada di sekolah ini. <i>I have the tendency of taking irrelevant tasks in order to stay in school.</i>					
3.	Saya bangga mengajar di sekolah ini. <i>I feel proud teaching in this school.</i>					
4.	Saya tidak suka akan perkara yang menjadi amalan rasmi seseorang guru. <i>I disapprove the applications related to teachers.</i>					
5.	Keinginan kerja saya dibentuk oleh sekolah saya. <i>My working desire is shaped by the school.</i>					

Lihat sebelah

No	Pernyataan / <i>Statement</i>	Tahap komitmen organisasi / <i>Level of OC</i>				
		1	2	3	4	5
6.	Saya tetap memilih sekolah ini walaupun saya diberi peluang untuk bertukar ke sekolah lain. <i>I prefer working at this school even though I have the choice of working at another school.</i>					
7.	Saya tidak bersetuju akan hubungan yang wujud antara guru di sekolah. <i>I disapprove the relations that exist among the teachers in the school.</i>					
8.	Saya bertanggungjawab untuk membina masa depan sekolah. <i>I am responsible to shape the future of the school.</i>					
9.	Saya menganggap sekolah ini adalah yang terbaik berbanding sekolah-sekolah lain. <i>I perceive the school as the best among the others.</i>					
10.	Saya selalu melakukan aktiviti bersama pelajar di luar waktu rasmi pengajaran dan pemudahcaraan (PdPc). <i>I spend time with the students on subjects (activities) related with the lesson outside the classroom.</i>					
11.	Saya sentiasa menantikan kursus-kursus tambahan. <i>I look forward for extra courses.</i>					
12.	Saya bertanggungjawab melaksanakan tugas PdPc tepat pada masanya. <i>I have the responsibility of taking the class on time.</i>					
13.	Saya melaksanakan tugas saya dengan penuh minat. <i>I accomplish my task with enthusiasm.</i>					
14.	Saya mendapatkan maklumat latar belakang keluarga murid saya. <i>I get information about the student's family background.</i>					
15.	Saya berusaha membimbing pelajar yang lemah dalam pelajaran <i>I try to do the best for the weak students.</i>					
16.	Saya suka mengajar. <i>I enjoy teaching.</i>					
17.	Saya berasa keputusan saya untuk menjadi seorang guru ialah keputusan yang terbaik dalam hidup saya. <i>I take the choice of becoming a teacher as the best decision in my life.</i>					
18.	Saya bangga menjadi guru. <i>I am proud to be a teacher.</i>					
19.	Saya berasa nilai bidang keguruan lebih penting berbanding nilai yang terdapat dalam bidang kerjaya yang lain. <i>I perceive the values of the teaching profession more important than those of other professional values.</i>					

No	Pernyataan / <i>Statement</i>	Tahap komitmen organisasi / <i>Level of OC</i>				
		1	2	3	4	5
20.	Saya menganggap profesion keguruan adalah yang terbaik dalam sesuatu kerjaya. <i>I perceive teaching profession as the best carrier.</i>					
21.	Saya mahu menjadi terkenal dalam bidang keguruan. <i>I want to be well-known in teaching profession.</i>					
22.	Saya boleh terus mengajar tanpa bantuan kewangan. <i>I can continue teaching without the help of any funds.</i>					
23.	Saya meluangkan masa bersama dengan guru-guru lain di sekolah semasa saya tidak mengajar. <i>I spend time with other teachers when I am not teaching.</i>					
24.	Saya bangga akan rakan setugas saya di sekolah ini. <i>I am proud of my colleagues.</i>					
25.	Saya berasa bahawa diri saya dianggap sebagai rakan rapat oleh guru-guru lain di sekolah ini. <i>I have the perception of being a close friend with other teachers in the school.</i>					
26.	Saya menganggap guru-guru lain di sekolah ini sebagai rakan rapat saya. <i>I regard my colleagues in the school as my close friends.</i>					
27.	Saya mempunyai hubungan rapat dengan guru-guru sekolah ini di luar waktu persekolahan. <i>I have close relationship with the teachers out of school time.</i>					
28.	Saya ialah rakan rapat guru-guru lain di sekolah ini. <i>I regard myself as the other teachers' close friend in the school.</i>					

Soal selidik tamat/Questionnaire ended