

# ***THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT***

## **Emotional Intelligence and Transformational Leadership: The Moderating Effect of Organizational Culture**

**Hussein-Elhakim Al Issa**

Ph.D. Candidate, College of Business, Universiti Utara Malaysia, Kedah, Malaysia

**Rosli Mahmood**

Professor, College of Business, Universiti Utara Malaysia, Kedah, Malaysia

### **Abstract:**

*The purpose of this study is to examine whether organizational culture moderates the relationship between emotional intelligence and transformational leadership. Data were collected from academic leaders in 18 Malaysian public universities. Bootstrapping resampling technique was used to examine the moderating role of organizational culture on emotional intelligence and transformational leadership. Although results showed that emotional intelligence was positively related to transformational leadership, the relationship was a strong conditional effect of organizational culture on emotional intelligence-transformational leadership relationship. A practical implication is that emotional intelligence can increasingly predict transformational leadership behaviour and so incorporate an appropriate organizational culture; an organization must have an appropriate organizational culture for the relationship to flourish. This can be used for leader hiring and training efforts. Care should be taken in the generalizability of the results to other disciplines and professions since the study's respondents were limited to higher education professionals. The use of organizational culture as a moderator between emotional intelligence and transformational leadership was very limited in past research. Although emotional intelligence correlated with transformational leadership, the extent to which an organization boosts organizational culture can have a significant impact on the relationship.*

**Keywords:** Transformational leadership, Emotional intelligence, Organizational culture

### **1. Introduction**

What makes universities different from other organizations is their distinct objectives and outcomes as destination of learning and change. They have a dual identity, part church and part business (Hatch & Schultz, 2004), which explains the importance of leadership, and specifically transformational leadership (TL), on motivation and follower development (Bass & Riggio, 2006) particularly appealing in the study of educational leadership. Changes in the nature and funding of higher education have increased interest in leadership, management and governance processes. As universities start to acknowledge their business side, they are reacting by investing more in the development of management and leadership to cope with the challenges such as funding and accountability to stakeholders in a competitive market (Bolden et al, 2012). The pressure for effective leadership in universities is increasing and drawing more attention away from formal management to academic leadership because of the belief that excellence needs to be in every area is prevailing. This attention is causing tension between the business and academic forces at play. As a solution, Bolden et al. (2012) argued that a necessary part of leadership is to identify with different groups as per the social identity approach.

Similarities, especially at the onset, between the Malaysian and British universities as outlined by Altbach and Selvaratnam (1989). Since the mid 80's universities have moved away from 'collegial': "academic staff making decisions with little or no management expertise or training and implemented by a corps of professional administrators who had limited input into the decision making process" (Bolden et al, 2012) followed by a movement toward corporate approach. Even though the quality of university education is defined by scholarly and not financial performance, leaders need to maintain a balance between business and academic concerns. Conceptualization of university leadership made by The Leadership Foundation's recent study that gave rise to three areas of leadership in universities namely, direction, alignment and commitment in social groups. Accordingly, Academic management like Deans are mostly worried about alignment, academic leadership like PhD supervisors are mostly busy with commitment, and direction is taken care of by a process of self-leadership which might appear when a leader becomes a role model for an aspiring academic (Bolden et al, 2012).

In this study, special attention is given to transformational leadership because it appears to be most effective in educational settings as Leithwood and Poplin (1992) found when they contrasted transformational leadership with instructional and transactional leadership modes. Their results showed that transformational leadership helped in teacher development, better problem solving, have more

collaboration with other teachers and found strong relationship between TL and attitude to improve the school and instruction. Likewise, Valentine and Prater (2011) revealed that in schools principal TL had clearer vision and set a suitable example which correlated highly with student achievement. Hence, in this study the focus is on transformational leadership since it appears from the above numerous studies and examples as most relevant to Malaysian public universities.

## 2. Literature Review

Literature review on leadership confirms the importance of the topic in many fields including higher education and the body of theory continues to grow at a very fast rate (Chan & Chan, 2005; Gatfield, 2005; Stout-Stewart, 2005; Taylor, Martin, Hutchinson, & Jinks, 2007). Out of the many leadership theories, transformational leadership because of the broader view that supplements other leadership models and the substantial evidence that it is an effective form of leadership (Yukl, & Mahsud, 2010; Yukl, 1989).

As for emotional intelligence (EI), scholars agree that it plays a critical part in work-related processes and that there is a relationship between emotional and social competence (ESC) and performance (Cherniss, 2010). A commonly accepted definition of EI is “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (Mayer & Salovey, 1997).

The model proposed in this study is based on the ability based EI model developed by Mayer, Salovey, and DiPaolo (1990) and Mayer and Salovey (1997). The model consists of four abilities and their definition of EI, “involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p.10). The following EI abilities are measured in this study: Self-emotion appraisal (SEA): The ability to perceive emotions in oneself and others correctly. Others emotional appraisal (OEA): The ability to use emotions to facilitate thinking. Use of emotion (UOE): The ability to understand emotions, emotional language, and the signals carried by emotions. Regulation of emotion (ROE): The ability to manage emotions so as to reach precise goals. Among the many factors identified and studied showing direct influence on and the development of effective leadership are emotional skills, integrity, knowledge, leader’s demographic attributes, culture, and organizational business model (Radhakrishnan & UdayaSuriyan, 2010; Barbuto & Burbach, 2006; Hur, 2008; Judeh, 2010; Schafer, 2010; Wright & Pandey, 2009).

The presumption made here is that a Leader needs to appraise emotions in self and others in order to assess when an emotional intervention is prudent. There have been inconsistent findings regarding the relationship between emotional intelligence and leadership (Clarke, 2010; Harms, & Crede, 2010; Hunt, & Fitzgerald, 2013; Lam, & O’Higgins, 2012; Lindebaum & Cartwright, 2010; Martin, 2008; Wang, & Huang, 2009; Weinberger, 2009) which motivated this study. It is therefore maintained that leaders’ ability to understand emotions and regulate them is indispensable when it comes to paying individual attention to followers’ needs and motivating them when times are tough by expressing emotions appropriately while moderating negative and at the same time enhancing pleasant ones. Therefore, based on the research structure, the following hypothesis was formulated:

- H1: Emotional intelligence has a positive and significant relationship with transformational leadership.

### Organizational Culture Moderation

There are many organizational culture (OC) definitions but Cameron and Quinn’s (2011) is most relevant since their instrument was used to measure the construct in this research. They define organizational culture as an enduring and implicit set of values, beliefs, and assumptions that characterize organizations and their members and are categorized into four types: Clan, Adhocracy, Hierarchy, and Market. The founders’ philosophy and leaders’ influence form organizational culture and vice versa. One more framework of culture by Schein defines it as having three pillars: artifacts, values, and assumptions. Likewise, O’Reilly et al. (1991) developed an important measure call the Organizational Culture Profile that characterized culture as having innovation, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability. Another key framework worth mentioning is one that focuses on higher education by Tierney (2008) which consists of six elements: environment, mission, socialization, information, strategy, and leadership. An important and relevant study by Ramachandran, Chong, and Ismail (2011) found that public HEIs in Malaysia had the highest mean in clan culture, followed by hierarchical culture. Their study also revealed that HEIs have moderate organizational culture that is consistent with Cameron and Quinn’s (2011) optimum culture for successful institutions.

After careful literature review, it was discovered that numerous researchers have suggested using forms of culture as moderator in the EI-leadership relationship. Studies that examined OC as a moderator to the emotional intelligence and transformational leadership relationship are almost non-existent. Walter, Cole, and Humphrey (2011) suggested considering specific cultural dimensions from Hofstede (2001) for instance, power distance, individualism, or masculinity. Others suggested that emotional intelligence validity could be tested with linked variables in different cultures to confirm its comprehensiveness and other likely cultural moderators being studied (Harms & Credé, 2010; Sadri, Weber, & Gentry, 2011). Therefore, there is an excellent opportunity in this study to both test organizational culture as a moderator and in a different cultural setting outside the customary western setting. The discussion so far has set out that universities in Malaysia enjoy clan and hierarchical cultures. However, it can be represented, therefore, by the proposition that in the presence of organizational culture, for example, there might be a positive or negative correlation between EI and leadership dimensions. This might be due to established OC’s positive relationship to both emotional intelligence and leadership as per previous studies (Berglund, 2014; Carmeli, 2003; Gharibvand, 2012; House *et al.*, 2004; Mesmer-Magnus, Viswesvaran, Joseph, & Deshpande, 2008; Simosi & Xenikou, 2010; Tipu, Ryan, & Fantasy, 2012; Zagoršek *et al.*, 2004). The following non-directional hypothesis are proposed:

- H2: Organizational Culture positively and significantly moderates the relationship between emotional intelligence and transformational leadership.

### 3. Methods

#### 3.1. Data Collection Procedure

In designing the research, the necessary data can be gathered and analysed to arrive at a solution. This field study is developed to examine the relation between emotional intelligence as the independent variable, organizational culture as the moderating variable, and transformational leadership as the dependent variable among leaders in Malaysian public universities. The purpose of the study is hypothesis testing and the unit of analysis are individual university leaders: deans, deputy deans, academic department directors and managers.

A quantitative research approach, generally gathered through structured questions, is used in this study because of its suitability in conducting research in social sciences and education research (Berry, 2006), and its effective scientific examination of hypothesis statements rather than understand human behaviours and their environment (Bell, & Waters, 2014). What is most appealing about this method is its economical aspect and the ease with which data can be compiled from the standardized answers retrieved. In this case, it was certain that the respondents were able to understand all items in the questionnaires as they held academic leader's positions, which in the most likelihood possess higher qualifications in order to qualify for those positions i.e. minimum qualification of post-secondary education level (Sekaran et al., 2010). Complex probability systematic sampling design was used in the present study with the targeted population at the 18 Malaysian public universities.

#### 3.2. Participants

The estimated population of leaders was 2076 in the peninsular Malaysia 18 public universities (Jabatan Pendidikan Tinggi, 2011; Bakar, 2014). The sample size was 325 leaders as determined by Krejcie and Morgan (1970) sampling table and equation. Still, to minimize sampling error and to look after the non-response rate issue, the sample size was doubled (Hair, Wolfinbarger & Ortinall 2008). Thus, the total number of questionnaires administered was 650. Systematic sampling was chosen in view of the lower likelihood of drawing incorrect conclusions from data provided by different academic leaders' positions in public universities.

#### 3.3. Measures

The most important considerations to ensure the instrument was able to capture the desired data were the process of questionnaire development, the validity of the instrument, and how the questionnaire was administered (Hair et al., 2010).

This study used the Multifactor Leadership Questionnaire (MLQ-5X) (Avolio, Bass, & Jung, 1999) to measure transformational leadership, Wong's Emotional Intelligence Scale (WEIS) (Wong, & Law, 2002) to measure emotional intelligence, and the Organizational Culture Assessment Instrument (OCAI) by Cameron & Quinn (2011) to measure organizational culture. The data on demographic characteristics of the respondents were also collected. Even though Mayer et al. (2002, 2004) suggested that demographic variables may influence levels of emotional intelligence and leadership, they were not addressed in this present study since Corona's (2010) findings showed no statistically significant differences in emotional intelligence by age, gender, educational experience, or level of professional practice. These included age, employment position, educational level, gender, and ethnicity. Still, descriptive analysis was done on the demographic variables. The instruments used were designed on purpose for an individual level unit of analysis.

##### 3.3.1. Transformational Leadership Measurement

The Multifactor Leadership Questionnaire (MLQ-5X) (Avolio, Bass, & Jung, 1999) instrument was designed by Bass (1985) and the new version comprises 45-item with three extra scales specifically strong effort, effectiveness, and follower's satisfaction with the leader. This is the most popular scale used in behavioural leadership study (Brown et al., 2006; Gardner & Stough, 2002; Walumbwa, Avolio, Gardner, et al., 2008; Weinberger, 2009; Wu, Liu, Song, & Liu, 2006). Antonakis, Avolio, and Sivasubramaniam (2003) found robust support for the MLQ's validity after they measured its psychometric properties with a sample of over 3,000 raters. They argued that other researchers found inconsistencies in the validity of the instrument due to the homogeneity of samples and research settings. However, MLQ5x Cronbach's alpha reliability ranged from 0.63 to 0.92 (Bass & Avolio, 2000) which makes the instrument quite reliable but in the present study only the first 36 items were used and their Cronbach's alpha was measured at 0.88.

##### 3.3.2. Emotional Intelligence Measurement

The WLEIS instrument used in this research was developed by Wong and Law (2002) who based it on Mayer and Salovey (1997) definition of ability emotional intelligence thereby creating a short version (16 items) measure. It consists of 16 items and measures the ability EI four measures using a Likert scale of seven points: "self-emotion appraisal", "emotion appraisal of others", "use of emotion", and "regulation of emotion" (Wong and Law, 2002; Cherniss, 2010). In a 2010 study by Libbrecht et al. revealed that WLEIS items showed configured and metric invariance. This meant that self and other raters used the same frame of reference in the scale, they did not show difference between intrapersonal and interpersonal dimensions, and that both groups calibrated the scale similarly showing no difference in the scaling units. Because of its ease and quickness, it has been chosen to assess EI in this study. Internal consistency reliability for each of the four factors of the WLEIS in Wong and Law's (2002) original sample ranged from .83-.90. The instrument measured 0.91 on the Cronbach's alpha scale with ratings for all four dimensions ranging from 0.82 to 0.89.

### 3.3.3. Organizational Culture Measurement

Organizational culture for the purpose of the current study is defined according to the Organizational Culture Assessment Instrument (OCAI) (Cameron & Quinn, 2011) which has the following dimensions: clan, adhocracy, market, or hierarchy. The instrument contains six dimensions each including four items each, resulting in 24 items. Each of the four items are descriptive statements which address the four quadrants of the CVF; hierarchy, market, clan and adhocracy cultures. The instrument utilizes a five point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The number of points awarded to a specific culture type, where the higher the score, the stronger or more dominant is that particular culture, determines the strength of organizational culture according to Cameron and Quinn (2011). OCAI allows the diagnosis of culture type, cultural strength, and cultural congruence. The OCAI is a quantitative instrument, which measures how much of each culture type an organization mirrors.

A Hierarchy culture is characterized as a formalized and structured place of work. A Market culture is a results-oriented culture, where leaders are viewed as hard-driving producers and competitors with emphasis on winning is the glue that holds the organization together. A Clan culture is a friendly place to work where people share a lot of themselves, like an extended family. An Adhocracy is a dynamic, entrepreneurial, and creative workplace.

Cameron et al. (2011) Organizational Culture Assessment Instrument (OCAI) is a validated and widely used measure of organizational culture. Quinn and Spreitzer (1991) conducted a study in which 796 executives rated OC using OCAI and their alpha results were .74 for the clan culture, .79 for the adhocracy culture, .73 for the hierarchy culture, and .71 for the market culture. Many other studies cited reliabilities of consistent pattern, which shows satisfactory proof about the confidence of OCAI's reliability. In the current study, OCAI's Cronbach's alpha was measured at 0.95.

## **4. Data Analysis**

After preparing the data collected for analysis by screening and editing it, descriptive statistics was produced to allow for evaluation and analysis. All issues that are important such as outliers, transformation for normality, multicollinearity, and common method variance were all tested and handled appropriately.

The first step in the analysis process is the evaluation of the measurement model, which entails the important step of checking for internal consistency reliability by means of composite reliability, and Cronbach's alpha, which both measured above 0.70 in this case as recommended by Hair, et al. (2014). Indicator reliability was in most cases higher than 0.7 but any item below .4 was eliminated from further analysis. AVE that also establishes convergent validity was above 0.5 for all constructs. This process resulted in 17 TL items available for further analysis, and items for EI dimensions and organizational culture were all kept at their initial item numbers of 16 and 24, respectively.

Discriminant validity was confirmed by examining cross loadings, Fornell-Larcke's criterion, and by means of the multitrait-multimethod matrix from the heterotrait-monotrait (HTMT) ratio of correlations. Outer loadings and cross loadings were compared for every indicator. Each of the indicator's outer loadings were higher than the loading of its corresponding construct while all cross loadings with other constructs were considerably lower, thereby fulfilling this method rule of thumb (Hair, et al., 2014). Next, the AVE square roots for the endogenous variable and for each of the constructs was higher than their highest correlation with any other construct. Lastly, HTMT ratio of correlations between constructs were below the 0.85 threshold recommended by Kline (2011).

The next important step involves the evaluation of the structural model before testing the hypotheses. The coefficient of determination - R Square ( $R^2$ ) is a measure of the proportion of an endogenous construct's variance that is explained by its predictor constructs as in Figure 1. Typically, researchers consider models good if they explain data with high  $R^2$  values and at the same time have fewer exogenous constructs.

As such, in this study,  $R^2$  value for the emotional intelligence as the independent variable was 0.263 ( $R^2$  Adjusted was 0.261), but was slightly higher for the model when OC was introduced as a moderator,  $R^2$  was 0.315 ( $R^2$  Adjusted was 0.309) as in Figure 1. These were considered moderately significant (Chin, 1998) since the constructs are predominantly behavioural.

Path coefficients are the relationships between the latent variables in a structural model. The path coefficients have standardized values between -1 and +1 with coefficients closer to zero considered weakest. Results in Figure 1 showed that the relationship between EI and TL was important with a path coefficient value of 0.513 having a strong bearing on the transformational leadership constructs. The more significant of the first order items being regulation of emotion at a path coefficient value of 0.352.

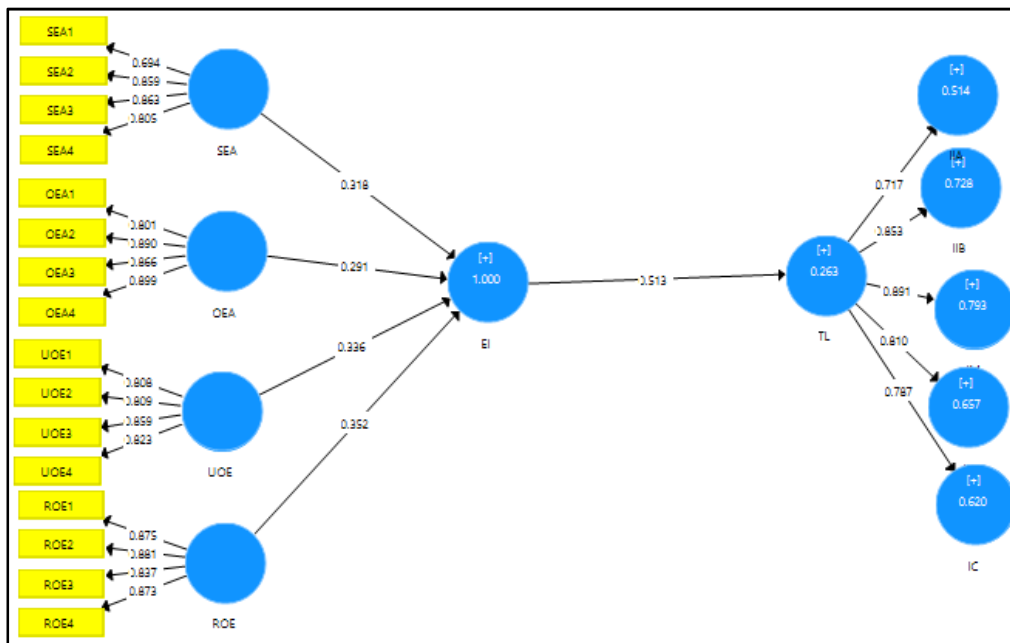


Figure 1

4.1. Study Model Path Coefficients

The predictive relevance of the model is its ability to predict accurately the data points of indicators of endogenous constructs (Hair et. al., 2014) and was measured using Q<sup>2</sup> effect size. SmartPLS blindfolding procedure obtained Q<sup>2</sup>=1-SSE/SSO of 0.112 (omission distance D=7). If Q<sup>2</sup> is positive, the model has predictive validity and therefore offers support for the model's predictive relevance regarding the endogenous latent variable, transformational leadership.

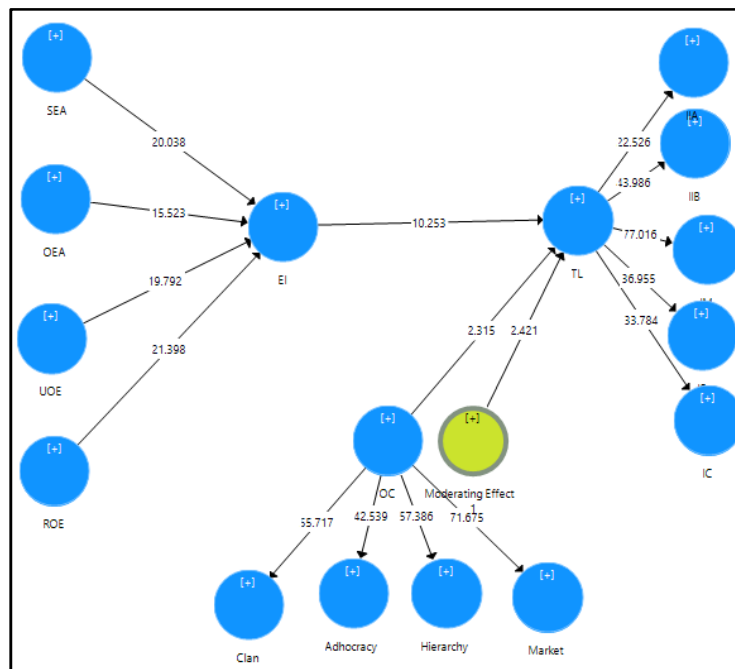


Figure 2: PLS Bootstrapping (t-values) for the Study Model

In order to test the hypothesized relationships bootstrapping computations obtained t values which if larger than the critical value (t distribution values), then the coefficient is considered significant at a certain error probability. The bootstrapping results (Table 1) accepted hypotheses H1( $\beta = .513, t = 10.655, p = 0.000$ ), and H2( $\beta = .142, t = 2.421, p = 0.016$ ). H1 proposed a positively significant relationship between emotional intelligence and transformational leadership and H2 proposed a positively significant moderating effect of organizational culture on the relationship between EI and TL (Figure 2).

Hypotheses	Relationships	Path Coefficients	t Values	P Values	Findings
H1	Emotional intelligence → transformational leadership	0.513	10.655***	0.000	Supported
H2	Emotional intelligence x organizational culture → transformational leadership	0.142	2.421**	0.016	Supported

Note: \*\*\*Significant at 0.01 (1-tailed), \*\*significant at 0.05 (1-tailed), \*significant at 0.1 (1-tailed).

Table 1: Results of Hypothesis Testing

The findings of this study are consistent with several previous relevant studies that examined the relationship between emotional intelligence and transformational leadership. Many studies testing ability emotional intelligence and transformational leadership have found positive correlation (Ashkanasy, & Daus, 2002; Beshears, 2004; Burbach, 2004; Foster, & Roche, 2014; Hartsfield, 2006; Hebert, 2010; Dabke, 2012; Lam, & O'Higgins, 2012; Shapiro, 2008; Thomas, 2011; Leban, & Zulauf, 2004; Wang, & Huang, 2009). At the same time negative or partially supported relationship between EI and TL have also been documented (Clarke, 2010; Weinberger, 2009; Lindebaum & Cartwright, 2010; Cavazotte, Moreno, & Hickmann, 2012; D'Alessio, 2006; Schulte, et al., 2004). In addition, quite a few meta-analysis studies have produced results showing a positive relationship between emotional intelligence and leadership (Harms, & Crede, 2010; Hunt, & Fitzgerald, 2013; Martin, 2008). However, more directly, studies of the four elements of EI abilities as they relate to TL have also shown inconsistent results with supporting studies (Burbach, 2004; Hebert, 2011; Leban, & Zulauf, 2004; Thomas, 2011) slightly outweighing studies that are not supported (Clarke, 2010; Weinberger, 2009; Lindebaum & Cartwright, 2010).

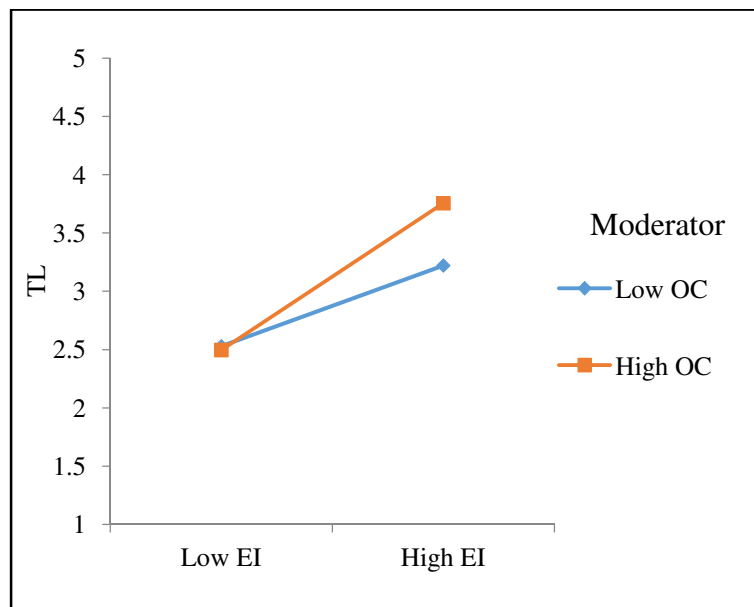


Figure 3: Interaction Effect of EI and OC on TL

Hypothesis 2 stated that organizational culture positively moderates the relationship between emotional intelligence and transformational leadership. As expected, the results shown in Table 1 indicated that the interaction terms representing regulation of emotion x organizational culture ( $\beta = .132$ ,  $t = 1.956$ ,  $p = 0.051$ ) was statistically significant. From this, hypothesis 2 was fully supported. Information from the path coefficients was used to plot the moderating effect of organizational culture on the relationship between emotional intelligence and transformational leadership, following the procedures recommended by Marcus et al. (2002). In Figure 3 the interaction low to high EI shows the relationship is stronger (i.e. more positive) for individuals with high organizational culture (percentage increase in slope: 50.5%) than it is for individuals with low organizational culture (percentage decrease in slope: 29%).

## 5. Discussion and Conclusion

This study was conducted to investigate emotional intelligence and its relationship with transformational leadership among academic leaders in public universities in peninsular Malaysia. Transformational leaders need to understand how followers feel, especially after followers go through negative experiences as well as be able to inspire and stir emotions. In this way, the components of transformational leadership can be considered tangled with emotional intelligence concepts. All branches of emotional intelligence and supporting studies point to the antecedent nature of emotional intelligence. Now with the results of this study's framework it positively establishes support for assertions about the importance of emotional intelligence, which can be very useful in leader development. That is because better understanding of leadership predictors can direct more attention in leadership development programs on the important predictor dimensions that can bring better results with more confidence. This can be achieved by combing

the results with the skills approach and thus providing a structure to frame the content used in many leadership education and development programs.

The relationship between transformational leadership and emotional intelligence abilities is quite intuitive. Many of the skills found in the emotional intelligence framework like identifying and relating emotionally to others, acknowledging the needs, wishes, and feelings of subordinate individuals in an organization, or arousing emotions to foster change and commitment have been shown in transformational leadership research (Mills, 2009). A leader needs to perceive emotions to diagnose whether followers appreciate and value their work. Idealized influence is considered the emotional element of transformational leadership (Antonakis, 2012), which leaders use to grow respect and trust among followers. They do this by using their self-emotion appraisal and others-emotion appraisal which means being able to treat each person individually and advise them which is achieved by the individual consideration component of transformational leadership.

Discussion of the findings cannot be complete without exploring the second hypothesis of this research, which proposed organizational culture as a moderator to the relationship between emotional intelligence and transformational leadership among academic leaders. Emotional intelligence is an important catalyst of leadership (Ashkanasy & Daus, 2002). Developing EI abilities in leaders requires modelling, training, practicing, and rewarding desired behaviours. Therefore, it is supposed here that this will depend on how emotionally healthy and supportive the organizational culture and climate is. These features may shape the job characteristics, demands, and constraints that leaders face, setting limits and influence on transformational leadership behaviour (Walter & Bruch, 2009), i.e. context features such as organizational culture can influence work events, which can create either positive or negative leader emotions, an antecedent to transformational leadership behaviour.

An underpinning theory to the present study is the affective events theory (AET) which emphasizes the role of organizational culture in the proposed model. AET was developed by Weiss and Cropanzano's (1996) and proposes that certain work events produced by environmental features can provoke either positive or negative affective experiences in a person. Affective experiences are complex incidences that release the moods and emotions of people. These experiences can consequently interrupt an individual's present behavior and lead to certain action tendencies and attitude changes that can manifest into transformational leadership behavior. Organizational culture exerts a basic influence on work context by shaping artefacts, values, and assumptions (Schein, 2004). Therefore, organizational culture plays a big part in deciding what affective events take place and how leaders and followers understand and respond to them.

Organizational culture influences the emotional process of individuals when understanding an affective event and when responding to it. Culture fulfils two purposes. It provides an emotional need (Ashkanasy, 2008) for belonging and defines one's purpose for existing. Secondly, it serves as a regulatory tool of emotions by influencing the management of emotions and by creating commonality and predictability among individuals in their interpretation and response to emotional stimuli (Hartel, 2008). Culture first influences an individual's emotional process when he or she is attempting to understand events. The understanding of an affective event based on cultural norms leads to an amount of emotional learning by the individual in a given cultural context. In keeping with this reasoning, leaders go through an emotional learning cycle from the beginning of when they join an organization. Once they face affective events, they refer to the established emotional features of a culture for guidance in order to understand and derive meaning. The next coping strategies will depend on established cultural norms, individual motivations and emotional intelligence (Hartel, 2008). The end results and behavior feed back into organizational culture, reshaping it.

The interplay between emotional intelligence and leadership learning and development by leaders in universities in the context of organizational culture is implied by the self-directed theory outlined. From a skill-based model of leadership it can be said that if, "Leaders are shaped by their experiences," then it means leaders are not born to be leaders (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000).

The research framework contributes to the establishment of higher standards for universities in Malaysia, which can be expected to advance management practices, human resource policies and programs that can boost leadership development programs in the higher education sector. This would be a consequence of a better understanding and development of leaders through improved emotional intelligence that promotes appropriate organizational culture during the transformational process.

Theoretically, a number of previous studies had investigated the relationship between emotional intelligence and transformational leadership in a number of different settings, still, very little was known of the moderating effect of organizational culture on the relationship. However, now it is clear that organizational culture plays an important role in moderating the relationship between emotional intelligence and transformational leadership in higher education context.

Future research suggestions would be to carry out a similar study but by using multi-rater scales for leadership as recommended by MacKenzie et al. (2012) to apply one of the strongest methods for the reduction of common method variance by obtaining independent and dependent measures from separate sources. Another interesting future recommendation would be to examine the emotional intelligence levels and related leadership behaviour differences among different generational groups from baby boomers, generation X, and generation Y. Some age groups have been known to display different values, work ethics, and technological inclinations due to varying societal exposure to extremely different circumstances in the past seventy years or so.

Emotionally intelligent individuals are often described as well-adjusted, warm, genuine, persistent, and optimistic (Mayer et al., 1997). Characteristics of authentic leaders include genuine, real, veritable, optimistic and resilient (Luthans & Avolio, 2003). Authentic leadership may turn out to be significantly related to emotional intelligence and a study to substantiate that would be exciting. This might be true because knowing oneself and being true to oneself are essential qualities of being genuine (Northouse, 2012) and emotional perception are important in that regard. In that way, the study of authentic leadership is expected to relate to the use and understanding of emotions.

## 6. References

- i. Altbach, P., & Selvaratnam, V. (1989). From Dependence to Autonomy. The Development of Asian Universities: ERIC.
- ii. Antonakis, J., Avolio, B., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The leadership quarterly*, 14(3), 261-295.
- iii. Antonakis, J., Day, D. V., & Schyns, B. (2012). Leadership and individual differences: At the cusp of a renaissance. *The Leadership Quarterly*, 23(4), 643-650.
- iv. Ashkanasy, N. M., & Cooper, C. L. (Eds.). (2008). *Research companion to emotion in organizations* (pp. 1-15). Cheltenham, UK: Edward Elgar.
- v. Ashkanasy, N. M., & Daus, C. S. (2002). Emotion in the workplace: The new challenge for managers. *The Academy of Management Executive*, 16(1), 76-86.
- vi. Avolio, B., Bass, B., & Jung, D. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership. *Journal of occupational and organizational psychology*, 72(4), 441-462.
- vii. Bakar, Muhammad Shukri (2014). The mediating effect of intrapreneurial orientation on the relationships between leadership style, knowledge sharing behavior and performance of academic leaders in Malaysia (Unpublished doctoral dissertation). Universiti Utara Malaysia, Malaysia.
- viii. Barbuto, J., & Burbach, M. (2006). The emotional intelligence of transformational leaders: A field study of elected officials. *The Journal of social psychology*, 146(1), 51-64.
- ix. Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press; Collier Macmillan.
- x. Bass, B. M., & Avolio, B. J. (2000). *Multifactor Leadership Questionnaire: MLQ; Sampler Set; Technical Report, Leader Form, Rater Form, and Scoring Key for MLQ Form 5x-short*. Mind Garden.
- xi. Bass, B., & Riggio, R. (2006). *Transformational leadership*. Mahwah, NJ: Lawrence Erlbaum Associates.
- xii. Bell, J., & Waters, S. (2014). *Doing Your Research Project: A guide for first-time researchers*: McGraw-Hill Education (UK).
- xiii. Berglund, M. (2014). *A Study to Explore the Relationship between Leadership and Organizational Culture in a Government Organization*. Grand Canyon University.
- xiv. Berry, J. (2006). Quantitative methods in education research. Retrieved from <http://www.edu.plymouth.ac.uk/resined/Quantitative/quanthme.htm>
- xv. BeShears, R. S. (2004). The ability of emotional intelligence to predict transformational leadership when personality, affect, and cognitive ability are controlled. Unpublished dissertation, Wayne State University, Detroit, MI.
- xvi. Bolden, R., Gosling, J., O'Brien, A., Peters, K., Ryan, M., Haslam, A., . . . Winklemann, K. (2012). *Academic leadership: changing conceptions, identities and experiences in UK higher education*: Leadership Foundation for Higher Education.
- xvii. Brown, W., Bryant, S., & Reilly, M. (2006). Does emotional intelligence-as measured by the EQI-influence transformational leadership and/or desirable outcomes? *Leadership & Organization Development Journal*, 27(5), 330-351.
- xviii. Burbach, M. E. (2004). Testing the relationship between emotional intelligence and full-range leadership as moderated by cognitive style and self-concept. Unpublished dissertation, University of Nebraska, Lincoln.
- xix. Cameron, K., & Quinn, R. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework*: John Wiley & Sons.
- xx. Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes. *Journal of Managerial Psychology*, 18 (8), 788-813.
- xxi. Cavazotte, F., Moreno, V., & Hickmann, M. (2012). Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance. *The Leadership Quarterly*, 23(3), 443-455.
- xxii. Chan, A., & Chan, E. (2005). Impact of perceived leadership styles on work outcomes: Case of building professionals. *Journal of Construction Engineering and Management*, 131(4), 413-422.
- xxiii. Chin, W. W. (1998). The partial least squares approach to structural equation modeling. *Modern methods for business research*, 295(2), 295-336.
- xxiv. Corona, M. (2010). The Relationship Between Emotional Intelligence and Transformational Leadership: A Hispanic American Examination. *Business Journal of Hispanic Research*, 4(1).
- xxv. Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, 3(2), 110-126.
- xxvi. Clarke, N. (2010). Emotional intelligence and its relationship to transformational leadership and key project manager competences. *Project Management Journal*, 41(2), 5-20.
- xxvii. Dabke, D. H. (2012). Examining the relationship Between Emotional intelligence with transformational leadership in the work and family domains: an Empirical study. *Journal of Organisation and Human Behaviour*, 1(4), 21.
- xxviii. D'Alessio, F. (2006). The influence of personality, critical thinking, and emotional intelligence in Peruvian managers' leadership. Unpublished dissertation, University of Phoenix.
- xxix. Foster, C., & Roche, F. (2014). Integrating trait and ability EI in predicting transformational leadership. *Leadership & Organization Development Journal*, 35(4), 316-334.
- xxx. Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal*, 23(2), 68-78.
- xxxi. Gatfield, T. (2005). An investigation into PhD supervisory management styles: Development of a dynamic conceptual model and its managerial implications. *Journal of Higher Education Policy and Management*, 27(3), 311-325.
- xxxii. Gharibvand, S. (2012). The relationship between Malaysian organizational culture, participative leadership style, and employee job satisfaction among Malaysian employees from semiconductor industry. *International Journal of Business and Social Science*, 3(16).
- xxxiii. Hair, J. F., Black, B., & Babin, B. J. (2010). *Multivariate data analysis (7th ed.)*. Upper Saddle River: Prentice Hall.



- xxxiv. Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2014). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage Publications.
- xxxv. Hair, J.F., Wolfenbarger, M.F., & Ortinall, D.J. (2008). *Essential of marketing Research*. Boston: McGraw. Hill/Irwin.
- xxxvi. Harms, P., & Credé, M. (2010). Emotional intelligence and transformational and transactional leadership: A meta-analysis. *Journal of Leadership & Organizational Studies*, 17(1), 5-17.
- xxxvii. Hartel, C. (2008). How to build a healthy emotional culture and avoid a toxic culture. In Ashkanasy, N. M., & Cooper, C. L. (Eds.). (2008). *Research companion to emotion in organizations* (pp. 1-15). Cheltenham, UK: Edward Elgar
- xxxviii. Hartsfield, M. (2006). *The internal dynamics of transformational leadership: Effects of spirituality, emotional intelligence, and self-efficacy*. Unpublished dissertation, Regent University, Virginia Beach, VA.
- xxxix. Hatch, M., & Schultz, M. (2004). *Organizational identity: A reader*. Oxford University Press.
- xl. Hebert, E., (2010). *The Relationship between emotional intelligence, transformational leadership, and effectiveness in school principals*. Unpublished dissertation. Georgia State University
- xli. Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*: Sage.
- xlii. House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Sage publications.
- xliii. Hunt, J., & Fitzgerald, M. (2013). The relationship between emotional intelligence and transformational leadership: An investigation and review of competing claims in the literature. *American International Journal of Social Science*, 2(8), 30-38.
- xliv. Hur, M. (2008). Exploring differences in leadership styles: A study of manager tasks, follower characteristics, and task environments in Korean human service organizations. *Social Behavior and Personality: an international journal*, 36(3), 359-372.
- xlv. Jabatan Pendidikan Tinggi (2011). *The official website of Department of Higher Education: Malim Sarjana (Lead Scholar)*. Retrieved from
- xlvi. Judeh, M. (2010). Transformational leadership: A study of gender differences in private universities. *International Review of Business Research Papers*, 6(4), 118-125.
- xlvii. Kline, R. B. (2011). *Principles and practice of structural equation modeling*. Guilford publications.
- xlviii. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- xlix. Lam, C., & O'Higgins, E. (2012). Enhancing employee outcomes: The interrelated influences of managers' emotional intelligence and leadership style. *Leadership and Organization Development Journal*, 33(2), 149-174.
- l. Leban, W., & Zulauf, C. (2004). Linking emotional intelligence abilities and transformational leadership styles. *Leadership & Organization Development Journal*, 25(7), 554-564.
- li. Leithwood, K., & Poplin, M. (1992). *Transform tional Leadership*. Educational leadership, 49,5.
- lii. Libbrecht, N., Lievens, F., & Schollaert, E. (2010). Measurement equivalence of the Wong and Law Emotional Intelligence Scale across self and other ratings. *Educational and Psychological Measurement*, 70(6), 1007-1020.
- liii. Lindebaum, D., & Cartwright, S. (2010). A critical examination of the relationship between emotional intelligence and transformational leadership. *Journal of Management Studies*, 47(7), 1317-1342.
- liv. Luthans, F., & Avolio, B. (2003). *Authentic Leadership: A Positive Development Approach*. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive Organizational Scholarship*, San Francisco: Berrett-Koehler.
- lv. MacKenzie, S. B., & Podsakoff, P. M. (2012). Common method bias in marketing: causes, mechanisms, and procedural remedies. *Journal of Retailing*, 88(4), 542-555.
- lvi. Marcus, B., Schuler, H., Quell, P., & Hümpfner, G. (2002). Measuring counter productivity: Development and initial validation of a german self-report questionnaire. *International Journal of Selection and Assessment*, 10(1-2), 18-35. doi: 10.1111/1468-2389.00191
- lvii. Martin, C. M. (2008). *A meta-analytic investigation of the relationship between emotional intelligence and leadership effectiveness* (Unpublished doctoral dissertation). East Carolina University.
- lviii. Mayer, J. D., DiPaolo, M., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of personality assessment*, 54(3-4), 772-781.
- lix. Mayer, J.D., & Salovey, P. (1997). *What is Emotional Intelligence?* In P. Salovey & D. J. Sluyter (Eds.) *Emotional Development and Emotional Intelligence*. New York: Basic Books.
- lx. Mayer, J., Salovey, P., & Caruso, D. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test: MSCEIT*. Item booklet.
- lxi. Mayer, John D, Salovey, Peter, & Caruso, David R. (2004). *Emotional intelligence: Theory, findings, and implications*. Psychological inquiry, 197-215.
- lxii. Mesmer-Magnus, J., Viswesvaran, C., Joseph, J., & Deshpande, S. P. (2008). Chapter 10 The role of emotional intelligence in integrity and ethics perceptions. *Emotions, Ethics and Decision-Making (Research on Emotion in Organizations, Volume 4)* Emerald Group Publishing Limited, 4, 225-239.
- lxiii. Mills, L. B. (2009). A meta-analysis of the relationship between emotional intelligence and effective leadership. *Journal of Curriculum and Instruction*, 3(2), 22.
- lxiv. Mumford, M., Zaccaro, S., Harding, F., Jacobs, O., & Fleishman, E. (2000). Leadership skills for a changing world: Solving complex social problems. *The Leadership Quarterly*, 11(1), 11-35.
- lxv. Northouse, P. G. (2012). *Leadership theory and practice* (6th ed.). Thousand Oaks, CA:
- lxvi. O'Reilly, C., Chatman, J., & Caldwell, D. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of management journal*, 34(3), 487-516.
- lxvii. Quinn, R. E., & Spreitzer, G. M. (1991). The psychometrics of the competing values culture instrument and an analysis of the impact of organizational culture on quality of life. *Emerald*.
- lxviii. Radhakrishnan, A., & UdayaSurian, G. (2010). Emotional intelligence and its relationship with leadership practices. *International Journal of Business and Management*, 5(2), p65.

- lix. Ramachandran, S., Chong, S., & Ismail, H. (2011). Organisational culture: An exploratory study comparing faculties' perspectives within public and private universities in Malaysia. *The International Journal of Educational Management*, 25(6), 615-634.
- lxx. Sadri, G., Weber, T., & Gentry, W. (2011). Empathic emotion and leadership performance: An empirical analysis across 38 countries. *The Leadership Quarterly*, 22(5), 818-830.
- lxxi. Schafer, J. (2010). Effective leaders and leadership in policing: traits, assessment, development, and expansion. *Policing: An International Journal of Police Strategies & Management*, 33(4), 644-663.
- lxxii. Schein, E.H. (2004). *Organizational Culture and Leadership*, 3<sup>rd</sup> edn, San Francisco, CA: Jossey-Bass
- lxxiii. Schulte, M. J., Ree, M. J., & Carretta, T. R. (2004). Emotional intelligence: Not much more than g and personality. *Personality and individual differences*, 37(5), 1059-1068.
- lxxiv. Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill building approach*. Wiley: United Kingdom: John Wiley & Son Ltd.
- lxxv. Simosi, M., & Xenikou, A. (2010). The role of organizational culture in the relationship between leadership and organizational commitment: an empirical study in a Greek organization. *The International Journal of Human Resource Management*, 21(10), 1598-1616.
- lxxvi. Stout-Stewart, S. (2005). Female community-college presidents: Effective leadership patterns and behaviors. *Community College Journal of Research and Practice*, 29(4), 303-315.
- lxxvii. Taylor, T., Martin, B., Hutchinson, S., & Jinks, M. (2007). Examination of leadership practices of principals identified as servant leaders. *International Journal of Leadership in Education*, 10(4), 401-419.
- lxxviii. Thomas, D. E. (2011). *Examining the relationship between emotional intelligence and leadership effectiveness of navy human resource officers*. (Doctoral dissertation). Northcentral University.
- lxxix. Tierney, W. (2008). *The impact of culture on organizational decision-making: Theory and practice in higher education*: Stylus Publishing, LLC.
- lxxx. Tipu, A., Ryan, C., & Fantazy, A. (2012). Transformational leadership in Pakistan: An examination of the relationship of transformational leadership to organizational culture and innovation propensity. *Journal of Management & Organization*, 18(04), 461-480.
- lxxxi. Valentine, J., & Prater, M. (2011). Instructional, transformational, and managerial leadership and student achievement: High school principals make a difference. *NASSP Bulletin*, 0192636511404062.
- lxxxii. Walter, F., & Bruch, H. (2009). An affective events model of charismatic leadership behavior: A review, theoretical integration, and research agenda. *Journal of Management*.
- lxxxiii. Walter, F., Cole, M., & Humphrey, R. (2011). Emotional intelligence: sine qua non of leadership or folderol? *The Academy of Management Perspectives*, 25(1), 45-59.
- lxxxiv. Walumbwa, F., Avolio, B., & Zhu, W. (2008). How transformational leadership weaves its influence on individual job performance: The role of identification and efficacy beliefs. *Personnel Psychology*, 61(4), 793-825.
- lxxxv. Wang, Y. S., & Huang, T. C. (2009). The relationship of transformational leadership with group cohesiveness and emotional intelligence. *Social Behavior and Personality: an international journal*, 37(3), 379-392.
- lxxxvi. Weinberger, L. (2009). Emotional intelligence, leadership style, and perceived leadership effectiveness. *Advances in Developing Human Resources*, 11(6), 747-772.
- lxxxvii. Weiss, H. M., & Cropanzano, R., (1996). "Affective Events Theory: A Theoretical Discussion of the Structure, Causes and Consequences of Affective Experiences at Work," in Staw, B., and Cummings, L., (eds.), *Research in Organizational Behavior*, vol. 18 (Greenwich, CT: JAI Press, 1996), pp. 17-19.
- lxxxviii. Wong, C., & Law, K. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The leadership quarterly*, 13(3), 243-274.
- lxxxix. Wright, B., & Pandey, S. (2009). Transformational leadership in the public sector: Does structure matter? *Journal of public administration research and theory*, mup003.
- xc. Wu, W., Liu, Y., Song, L., & Liu, J. (2006). Effects of organizational leadership on employee commitment: The moderating role of emotional intelligence. *Journal of Psychology in Chinese Societies*, 7, 283-306.
- xc. Yukl, G. A. (1989). *Leadership in organizations*. Pearson Education India.
- xcii. Yukl, G., & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal: Practice and Research*, 62(2), 81.
- xciii. Zagorsek, H., Jaklic, M., & Stough, S. (2004). Comparing leadership practices between the United States, Nigeria, and Slovenia: does culture matter? *Cross Cultural Management: An International Journal*, 11(2), 16-34.