

## Malaysian Educational Leaders: The Conceptual Frameworks

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### Abstract

The purpose of this article is to highlight the importance of emotional intelligence in educational leadership and its relations towards principal's leadership style of secondary school in Malaysia and impacts on school performance based on Self-Assessment Band of Malaysia Education Quality Standards (Ministry of Education). In recent years there has been an increasing interest regarding emotional intelligence and its role in headmaster's leadership style. In multidisciplinary area, emotional intelligence is considered as an important component and play an important role in leadership. However, too little attention has been made educational leaders especially in Malaysian context of view. Hence this article seeks to highlight the conceptual frameworks with emotional intelligence as the important element in educational leadership.

**Keywords:** Emotional Intelligence, Leadership Style, School Performance, Assessment

### Emotional Intelligence Role

Headmaster's role and challenges give impact towards their capability and ability in leading the organization. Leader selection system in leading education organization in Malaysia back then was based on automatic appointment and service duration or officer's seniority (MOE, 2014). Furthermore, the main changes in Malaysia educational system are headmaster's leadership management at school (Nazri, 2012).

Malaysia Education Blueprint 2013-2025 have enhances effort on Fifth Shift in Malaysian Education Development Plan 2013-2025 is to ensure Malaysian schools lead by high prestige Principal and Headmaster (MOE, 2013). Leadership seems to be important and turning point differences between successful organization or not (Sarvinder & Ahmad, 2008). Supported by Amin (2012), whereby empirically shows leader's role in an important factor in determining effectiveness and quality of school which successfully lead by compatible leader.

In previous leadership research done in West Country, those who succeed in leadership and management are associated with emotional intelligence (Stokely, 2008). Leaders with highly emotional intelligence able to adapt them with working environment which they can manage conflict (Hopkins & Yonker, 2015). Wendor-heldt & Kay (2009) conclude that highly emotional intelligence leader's success in leading organization and used in Singapore's school leadership system (Koh, Steers & Terborg, 1995; Sagnak, 2010).

### **Transformational Leadership Style**

Stokely (2008) founds that most leadership failures is due to deterioration of emotional competency. Study by Naseer, Chishti, Rahman and Juman (2011) leaders who demonstrate high emotional intelligence are more optimistic about their work by demonstrating positive behaviors leads to low job satisfaction and high job performance. Similarly in Tang, Yin and Nelson (2010), evidence suggested that leaders with high emotional intelligence tend to practice transformational leader styles. Sidhu and Fook (2005) agreed that there are possibilities that effective transformational leadership styles would enhance school's performance. Study by Ishak (2002) shows that leadership styles favors by lower class is transformational leadership and most preferred by organization members by 72% to 82% compared to transactional leadership.

According to Mazlan (2002) stated that transformational leadership studies in Malaysian school is still lacking. He founds that transformation leadership studies scientifically new and leadership styles has not been studied by local and international researchers. Study conducted by Ghani and Anandan (2013) on leadership influences which is instructional and transformational leadership towards student performance tends to change attitude, behavior and thinking positively affects students and researchers as well as transformational leadership for improving student's performance indirectly.

### **School Performance**

School effectiveness measured by success and performance in examination. A school that does not achieve high academic level is categorized as less effective school (Tabor, 1998). In relation with transformation of education system, MOE emphasize "Effective Principal and Effective School" practice as restructuring educational organization agenda (Sani & Zaiton, 2001). In Malaysia educational system, school grading system is based on Malaysia Education Quality Standards using Effective School Model from Sammons, Hillman & Mortimore 1995 and Inspecting Student Outcome Model (MOE, 2010). Based on schools quality and performance wholly doesn't only depend on teaching and learning process quality, student product but also based on management and leadership management interest. There are five standard from the performance standard which measured school performance's level and have few criteria each relates to one another seen as critical factor of quality indicator.

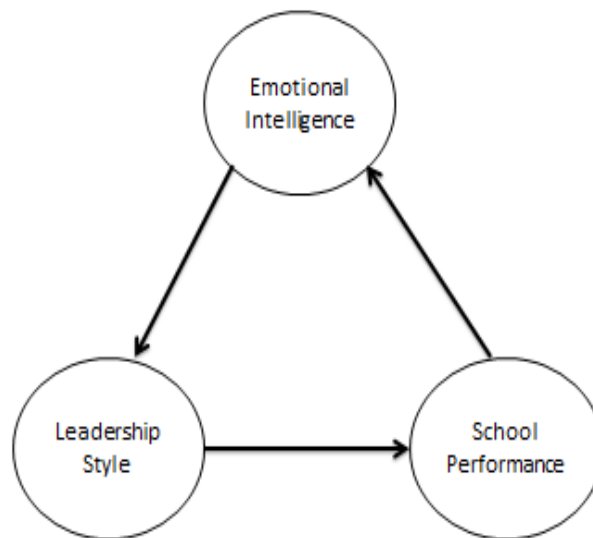


Figure 1. Conceptual Framework of Emotional Intelligence and Leadership Style towards School Performance.

### Conclusion

In conclusion, schools that are classified as successful are led by highly qualified leaders and vice versa. Thus, leaders with high emotional intelligence are able to adapt to the working environment that enables them to manage any conflict and make the difference between high-performing schools and low-performing schools. Leadership factors are seen as important and serve as a turning point for differences between successful organization or otherwise (Sarvinder and Ahmad, 2008). Empirically study shows that the role of leaders is an important factor in determining the quality and the effectiveness of schools (Amin, 2012) and leaders with high emotional intelligence were found to be successful in leading the organization.

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