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The Relationships between Emotional Intelligence and Leadership Effectiveness in Selected Malaysian Public Sectors

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Abstract: Emotional intelligence (EI) refers to an individual's capacity to effectively manage and regulate their emotions, enabling them to recognize and understand the potentially beneficial influence their emotions can have on others. The present study was conducted based on the assumption that emotional intelligence plays an important part in determining the effectiveness of administrative leaders within an organizational context. This is because leadership serves as the important driving force within an organization, guiding employees in their tasks and ensuring the overall success and prosperity of the organization. The main objective of the study was to find out the relationship between emotional intelligence and leadership effectiveness. 50 questionnaires were distributed to all administrative leaders who have a minimum of five years of working experience in any position, and a total of 50 questionnaires were returned. Hence, the data collected was analyzed using Statistical Package for Social Science (SPSS). The result indicated that there is a significant correlation between emotional intelligence and leadership effectiveness among administrative leaders, and strongly supports the previous research finding. It is anticipated that leaders are going to demonstrate an impressive level of emotional intelligence to effectively guide and influence people. Consequently, emotional intelligence empowers leaders to exert a positive influence on the work environment within which they function, since it enhances their self-awareness and their ability to perceive and understand the emotions of others.

Keywords: *Emotional intelligence, Emotional quotient, Leadership, Leadership effectiveness.*

1. Introduction

In today's world, emotional intelligence is necessary for individuals to have in their day-to-day lives to be able to handle difficult situations or conditions effectively. The topic of performance and leadership within the Malaysian public sector has garnered more attention (Ramadass et al., 2017). The political transition and the global COVID-19 pandemic have necessitated a need for effective leadership within Malaysia's public services. This is crucial to deal with the various obstacles and fulfill the public's expectations for service delivery in the realms of politics, economics, and health. Public sector managers will experience significant challenges in managing frequent policy and management changes (Rahman, 2021). Therefore, public service organizations must possess strong leadership characterized by strong principles and high emotional intelligence to effectively manage both personnel and stakeholders.

Based on the findings of the Public Complaints Bureau in 2019, there has been an important rise in the number of complaints lodged by the general public. Specifically, the Malaysian public service received a total of 8,992 complaints in 2019, representing a significant increase when compared to the 6,387 complaints recorded in the preceding year of 2018. The aforementioned grievances highlighted the lack of efficiency and efficacy within the public delivery system. Malaysia continues to have challenges in establishing an effective delivery system, which can be attributed to various factors including unethical practices such as corruption (Rahman, 2021). Government personnel need to enhance their accountability and efficacy in the administration of their delivery system.

The importance and indispensability of leadership in the public sector have been emphasized (Mau, 2019) due to the dynamic nature of societal changes and reforms. In this context, government employees must remain aware and well-informed regarding contemporary challenges. The management of the ongoing crisis and global pandemic of COVID-19 has posed challenges for leaders, as they are required to concurrently control the emotions of others as well as their own (Rahman, 2021). To effectively navigate crises and regulate both personal and collective emotions, both public and commercial entities need to have leaders who possess an exceptionally high level of emotional intelligence.

Leadership effectiveness was widely studied in management whereby the productive leader can lead to organizational success. Lacerda (2015) stated that leaders who are goal-oriented, self-confident, good interpersonal communicators and demonstrate certain behaviors are more likely to be effective and to have a better impact on organizational effectiveness. Emotional intelligence will help the leaders in managing stress and emotions to overcome the problems that require effective solutions and face the challenges in today's situation. According to Salim and Nasir (2010) when a person is facing any condition or situation, emotional intelligence would be perceived based on the ability or capability that is shown and owned by the person. Kerr, Garvin, Heaton and Boyle (2005) claimed that leadership is an emotional process where leaders identify follower's emotional areas, try to increase emotion in followers and finally attempt to manage the emotions of followers appropriately. Furthermore, emotional skills are also strongly related to dynamic leadership; fulfilling personal life experience, and success in the work field (Abraham, 2006). Therefore, to be a great leader, emotions must be handled wisely.

The function of effective leadership is crucial in assessing leaders' skills to respond to their subordinates and navigate challenges within the work environment. According to Ghani et al. (2016), leaders who possess an understanding of the personalities and emotions of others can effectively use this knowledge to enhance the motivation of their subordinates and successfully achieve the desired outcomes within the organizational context. In the context of management, it is essential to consider emotional intelligence, as it plays a crucial role in enhancing employees' interpersonal skills, and promoting effective teamwork when confronted with complex and dynamic circumstances (Rahman, 2021).

2. Literature Review

Emotional Intelligence: The impact of leadership on organizational change and performance has been the subject of extensive research, and research studies have focused on the connection between leadership and organizational success (Kotter, 1990). One variable that has recently gained much popularity as a potential underlying attribute of work performance is the construct of Emotional Intelligence (Rohana Ngah et al. (2009). Emotion is critical in motivating, persuading, communicating, leading, and controlling individuals and groups (Rohana Ngah et al., 2009). Emotional intelligence is described as a set of abilities that refer in part to how effectively one deals with emotions both within oneself and others (Salovey & Mayer, 1990). It has been proposed that in leadership, dealing effectively with emotions may contribute to how one handles the needs of individuals, and how one effectively motivates employees and makes them "feel" at work (Goleman, 1998b).

The term "emotional intelligence" refers to both the mind and the heart, both of which lead into the sphere of emotions and intelligence by taking emotions as sources of information that assist individuals in making sense of their social surroundings and indicate what those surroundings are (Salovey & Grewal, 2013). Meanwhile, Salovey and Mayer (1990) define emotional intelligence as the ability to identify emotions, manage them, and use them to guide decision-making. Other than that, emotional intelligence is defined as the ability to manage and use emotions to guide decision-making. According to Dulewicz and Higgs (2000), the literature in this field contains a range of terminologies which includes the terms emotional intelligence such as emotional literacy, emotional quotient, personal intelligence, social intelligence, and interpersonal intelligence. However, the most used terminology is emotional intelligence (EI).

Emotional intelligence also refers to the capability to identify emotions in ourselves and to be concerned about what is perceived by our surroundings and the group of people who communicate with us. In addition, emotional intelligence is very useful as emotional knowledge when dealing with the condition, and building plans or decisions based on the emotion they feel (Khokhar & Kush, 2009). This enables leaders to understand the needs of others and develop strategies to meet those needs to influence their behavior. This is crucial since leadership is about persuading others to understand and agree on what needs to be done and how it should be done, as well as facilitating efforts to achieve goals (Chepng'eno & Ngui, 2017).

Besides that, emotional intelligence assists individuals in building stronger relationships, succeeding in academics and achieving career and personal goals. In an organization, leaders set the nature of their organization. They must not only focus on the task at hand, but also build a relationship with their

subordinates so that, although holding a position of authority, they are still seen as kind, understanding, and thoughtful. If they lack emotional intelligence, it could have more far-reaching consequences, resulting in lower employee commitment and a high turnover rate.

The History of Emotional Intelligence: The most widely accepted models of emotional intelligence have been influenced by several famous scientists and researchers. Emotional intelligence is from the concept of social intelligence which was first identified by Thorndike in 1920. Thorndike (1920) defined social intelligence as the ability to understand and manage men and women, boys and girls and to act wisely in human relations. Gardner (1983) incorporated intrapersonal intelligence and interpersonal intelligence into his multiple intelligence hypotheses, and both were linked to emotions. The ability to cope with oneself and symbolize complicated and highly distinct sets of feelings is referred to as intrapersonal intelligence. Interpersonal intelligence, on the other hand, is associated with the capacity to deal with others and distinguish between individuals.

Although social intelligence, intrapersonal intelligence and interpersonal intelligence are not named as emotional intelligence, they belong to the scope of emotional intelligence. Salovey and Mayer (1990) are given credit for introducing the term "emotional intelligence" in the early 1990s. Salovey and Mayer (1990) first used the name "emotional intelligence" to describe the ability of people to deal with emotions. They defined the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them as to guide one's thinking and actions.

Goleman (1995) was credited with the initial study of emotional intelligence that was conducted by Edward Thorndike. The term had not yet been coined, but Thorndike researched dimensions of emotional intelligence as a form of "social intelligence". Goleman (1995) published two very successful books in which he described emotional intelligence and how emotional intelligence was used in the workplace. Later, Mayer and Salovey (1997) modified the definition of emotional intelligence and they proposed that emotional intelligence involves the ability to perceive accurately, appraise and express emotion; the ability to 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. Based on this definition, they further suggested that emotional intelligence can be divided into four branches, which include perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions.

Leadership Effectiveness: The concept of leadership effectiveness encompasses a broad spectrum of factors, including the traits and abilities possessed by leaders, as well as their behavior, the processes they employ, and the environment in which they work (Barrow, 1977). According to Northouse (2016), leadership effectiveness can be defined as the evaluation of leaders based on their ability to successfully attain goals and objectives within the specific context of leadership. Leadership effectiveness is a concept that is related to the level of success a leader achieves in influencing subordinates toward the attainment of shared objectives. This effectiveness depends upon the leader's attributes as well as the situational factors (Rahman, 2021).

Argue that the effectiveness of leaders is based upon their ability to engage in complicated decision-making processes, which involve comprehending the needs and capacities of their subordinates. This understanding enables leaders to provide suitable direction and encouragement. According to Rahman (2021), effective leaders should possess the ability to identify and respond to the complexities of the social context. Additionally, they should possess various social performance skills, such as communication, persuasion, negotiation, and coaching.

According to Kim (2018), having leaders with an adequate level of emotional intelligence is crucial for achieving success in organizations. To be effective, leaders must demonstrate empathy towards their employees, and show an understanding of their emotional experiences inside the workplace. Additionally, leaders should offer help when challenges arise while maintaining emotional self-regulation. Furthermore, leaders must possess a comprehensive understanding of the socio-political dynamics that exist within the organization. Moreover, proficient leaders can impact organizational performance by establishing a specific work environment that aligns with the requirements of a certain profession, employing dimensions of emotional and social intelligence.

Subsequently, leadership is the ability to inspire trust and support every person who needs to achieve organizational objectives (Dubrin, 2010). According to Goleman, Boyatzis and McKee (2002), leadership is the quality of effective leaders being attuned to other people's feelings and moving them in a positive emotional direction. In addition, leadership is more about a leader's values, direction, and priorities and resonates with the emotions of surrounding people. Leaders will achieve success only when they learn how to deal with people. Under the control and responsibility of an effective leader, people will come to experience a mutual understanding between them and the leader and resonance comes naturally to people with emotional intelligence.

The Importance of Emotional Intelligence among Leaders: Emotional intelligence is important for employees who call themselves leaders in their organization. However, the function of emotional intelligence in leadership among leaders in selected public sectors is blurred, owing in part to a lack of consideration for emotional elements in decision-making when the focus is on tasks and fulfilling targets. William (2007) stated that a business leader always misunderstands the roles of emotional intelligence to lead an organization successfully. If the leaders do not acquire emotional intelligence skills, they will face many problems in the organization.

A leader who possesses a high level of emotional intelligence is capable of effectively perceiving, assessing, understanding, and managing the emotions of subordinates to achieve the desired objectives for the organization (Rahman, 2021). In addition, a leader who effectively uses leadership abilities to manage emotions and respond to changes demonstrates a well-developed emotional intelligence (Jiménez, 2018). Therefore, leaders who possess the ability to effectively position themselves both emotionally and mentally have the potential to motivate people to adjust to the progressively challenging and demanding work environment.

One aspect of effective leadership involves the dynamic exchange between leaders and various entities, such as subordinates and stakeholders. Moreover, within the realm of public service, a leader carries the responsibility of managing their subordinates, top-level management, and stakeholders, all while maneuvering the pressures of meeting several deadlines. Greater emphasis should be placed on the preparation and execution of governmental policy, rather than engaging in office politics and excessively supervising individual subordinates.

According to Wong and Law (2002), emotional awareness plays a crucial role in determining the quality of social interactions. It means that a leader with a high level of emotional intelligence possesses the ability to effectively manage and oversee organizational changes, all the while demonstrating attentiveness towards the behavior and reactions of their subordinates. Thus, organizations can improve their effectiveness as well as a competitive advantage, and can eventually be more successful in the future.

Emotional Intelligence and Leadership Effectiveness among Leaders in Organisations: The ability-based model of emotional intelligence encompasses the processes of recognizing, evaluating, and communicating one's own and other's emotions, and utilizing this information to inform one's cognitive processes and behaviors. According to Mayer and Salovey (1997), it is stated that emotional intelligence is associated with the ability to make reasoned decisions. The process of social interaction plays a vital role in the realm of leadership since it directly impacts an organization's performance by the leader's capacity to exert influence over the behavior of subordinates (Yukl, 2012). The relationship between emotional intelligence and leadership effectiveness has been reviewed in a few of the studies (George, 2000). Existing studies provide information on the components of emotional intelligence that affect the process of improving leadership effectiveness.

According to Edelman and van Knippenberg (2018), the emotional state of subordinates is considered an important aspect of leadership problems, and the expression of emotions by leaders has a critical role in influencing their subordinates. The body of literature examining the relationships between emotional intelligence and effective leadership has been experiencing consistent growth. The existing body of leadership literature has established a connection between emotional intelligence and positive outcomes.

Specifically, emotional intelligence has been associated with transformative leadership (Baba et al., 2019; Görgens-Ekermans & Roux, 2021; Rahman, 2021) as well as servant leadership (Lee, 2019).

Several studies have demonstrated a strong correlation between emotional intelligence and leadership effectiveness (Dabke, 2016; Edelman & van Knippenberg, 2018; Kotzé & Venter, 2011). Contrary to this perspective, Weinberger (2009) conducted a study on private manufacturing organizations and discovered that there is no significant relationship between a manager's emotional intelligence and their leadership style. A study conducted by Chatterjee and Kulakli (2015) discovered that an analysis of data collected from public sector banks revealed no significant correlation between the construct of ability emotional intelligence and individuals' perception of leadership style.

The effectiveness and efficiency of the delivery system play a crucial role in determining the competitive advantage of the public sector (Ahmad & Saad, 2019). Organizations, including government ministries and agencies, exhibit dynamism and possess distinctive working cultures that have gone through several reforms and transformations. The need for strong leadership and a high-performing workforce becomes more apparent in the face of rapid changes. According to Kotzé and Venter (2011), it is insufficient for leaders to merely possess functional skills to be effective. Instead, leaders must also possess social and emotional competencies, enabling them to effectively manage and adapt their behavior, as well as that of others, in response to situational dynamics. In light of the various criticisms, public officials need to uphold their professionalism and integrity while fulfilling their duties to the government and the public. According to Abdullah et al. (2018), the enhancement of good governance and the establishment of stronger public partnerships have the potential to improve the effectiveness of public service and reduce cases of corruption.

Objectives of the Study

The study was designed to achieve the following objectives:

- To identify the level of five components of emotional intelligence among administrative leaders in selected Malaysian public sectors.
- To identify the level of leadership effectiveness among administrative leaders in selected Malaysian public sectors.
- To examine the relationship between emotional intelligence and leadership effectiveness among administrative leaders in selected Malaysian public sectors.

3. Methodology

This study utilized a survey research design using quantitative methods. Survey questionnaires were used as a research instrument to collect data from the respondents composed of administrative leaders in selected Malaysian public sectors. There were 60 questions (including demographic items) in this questionnaire. A 55-item survey was designed to obtain information about the emotional intelligence and leadership effectiveness of administrative leaders in selected Malaysian public sectors. Meanwhile, the 5-item question was designed to obtain information about the demographics (gender, age, level of education, length of service and department) of the sample. Respondents were asked to provide demographic information as well as their professional information.

To assess the emotional intelligence of the administrative leaders, the Bar-On Emotional Quotient Inventory (EQ-i), developed by Dr. Reuven Bar-On was used. Five components (intrapersonal, interpersonal, adaptability, stress management, and general mood) of emotional intelligence were used in assessing the level of emotional intelligence among administrative leaders. According to Dulewicz and Higgs (2000), in 1998, Reuven Bar-On developed his concept of emotional intelligence in the context of personality, health and well-being. He coined the term “EQ” (Emotional Quotient) to describe his approach to assessing emotional and social competence. He explained emotional intelligence by saying that it reflects our ability to deal successfully with other people and with our feelings. He developed the Bar-On Emotional Intelligence Inventory (EQ-i) after 17 years of research, and this inventory is the first scientifically developed and validated measure of emotional intelligence that reflects one’s ability to deal with daily environmental challenges.

In addition, leadership effectiveness was measured using the Leadership Practices Inventory (LPI) developed by Barry Z. Posner and James M. Kouzes. A total of 50 questionnaires were self-administered to all administrative leaders and one week was given to return the completed questionnaire. The main advantage of this procedure was the respondents could complete the questionnaire whenever they were free without much interference with the performance of their daily duties. It also has the advantage of guaranteeing confidentiality or anonymity (Leary, 2001). Therefore, respondents could express their answers freely, thus permitting more truthful responses than would be obtained by other means. 50 questionnaires were distributed and 50 were returned. The survey return rate was 100%.

4. Results and Discussion

Sample Description: The data of the completed questionnaire were analyzed using SPSS version 26. Respondents of this study consisted of administrative leaders from selected Malaysian public sectors. The study included 24 (48%) male respondents and 26 (52%) female respondents. Therefore, the female was considered as the majority respondent in this study. The most frequently reported age was 20-29 years old with 40% of the respondents and most of the respondents had served in their organisation less than 10 years with 78%. The respondents who hold a Sijil Pelajaran Malaysia (SPM) with 52% were frequently reported in this study and the administration department with 40% contributed the highest number of respondents for this study.

Emotional Intelligence and Leadership Effectiveness Description: Descriptive statistics were used to analyze the data by calculating the mean scores and standard deviations of Emotional Intelligence and Leadership Effectiveness. The level of each five components of emotional intelligence which include intrapersonal, interpersonal, adaptability, stress management and general mood were measured in the form of average scores based on Best's principles (Thaoprom, 2004). Meanwhile, the level of each five components of leadership effectiveness which include encouraging the heart, enabling others to act, inspiring a shared vision, modeling the way and challenging the process were also measured using the same approach. To measure the level of emotional intelligence and leadership effectiveness, the items that fall into specific variables were summed up to form a composite score. The composite score was used to compute the average or mean score for variables by dividing the composite score by the number of items. Subsequently, the resulting average scores of all the respondents were divided by three ranges of scores such as high, medium, and low (5-1 / 3 = 1.33). Three categories and their range values are range in Table 1.

Table 1: Arbitrary Level

Level	Value		
Low	1.00	-	2.33
Medium	2.34	-	3.67
High	3.68	-	5.00

Level of Agreement of the Five Components of Emotional Intelligence: As depicted in Table 2, it revealed that the administrative leaders were in the highest level of agreement in *general mood* and *interpersonal*, while *intrapersonal, adaptability* and *stress management* were reported to be in the moderate level of agreement of emotional intelligence components. The mean scores in Table 1 show that the highest level of agreement was *general mood* (M = 3.90, SD = 0.49) followed by i*nterpersonal* (M = 3.81, SD = 0.58). The lowest mean was *intrapersonal* (M = 3.44, SD = 0.52).

Table 2: Mean Scores and Standard Deviations of the Five Components of Emotional Intelligence

Variables	M	SD
Intrapersonal	3.44	0.52
Interpersonal	3.81	0.58
Adaptability	3.62	0.49
Stress Management	3.54	0.48
General Mood	3.90	0.49

Level of Agreement of the Components of Leadership Effectiveness: As depicted in Table 3, the mean scores show that the highest level of agreement encouraged *the heart* (M = 3.67, SD = 0.49) followed by *enabling others to act* (M = 3.65, SD = 0.57). The lowest mean was challenged *by the process* (M = 3.55, SD = 0.47). This indicated that administrative leaders from Malaysian public sectors were in a moderate level of agreement on leadership effectiveness components.

Table 3: Mean Scores and Standard Deviations of the Five Components of Leadership Effectiveness

Variables	M	SD
Model the Way	3.58	0.58
Enable Others to Act	3.65	0.57
Encourage the Heart	3.67	0.49
Inspire a Shared Vision	3.61	0.40
Challenge the Process	3.55	0.47

Correlation between Variables: This section discussed the findings on the correlation between each component of emotional intelligence and leadership effectiveness. Table 4 shows the interpretation of the correlation coefficients according to Pallant (2009).

Table 4: Designation of Strength of Association Based on Size of Correlation Coefficients

Strength of Association	Negative	Positive
Weak	-0.29 till -0.10	0.10 till 0.29
Moderate	-0.49 till -0.30	0.30 till 0.49
Strong	-1.00 till -0.50	0.50 till 1.00

Correlation between Each Component of Emotional Intelligence and Leadership Effectiveness: Pearson-Moment correlation was used to determine the relationship among variables in this study. Results displayed in Table 4 show that the correlation between all the components of emotional intelligence and leadership effectiveness was significant ($p< 0.01$), moderate to strong and positive relationship. The data in Table 5 shows that the leadership effectiveness was significant, and positive and has a moderate correlation with *intrapersonal* ($r = .485$; $p< 0.01$) and *stress management* ($r = .413$; $p< 0.01$). Meanwhile, leadership effectiveness had a strong correlation with *interpersonal* ($r = .608$; $p< 0.01$); *adaptability* ($r = .546$; $p< 0.01$) and *general mood* ($r = .637$; $p< 0.01$). In addition, leadership effectiveness has a strong correlation with overall emotional intelligence ($r = .685$; $p< 0.01$).

This explains that to a moderate extent, an improvement in intrapersonal and stress management to a strong extent and an increase in interpersonal, adaptability and general mood are associated with an improvement in leadership effectiveness. In summary, interpersonal, adaptability and general mood are the strongest associations with leadership effectiveness while intrapersonal and stress management are the moderate associations.

Table 5: Correlation Coefficients between the Components of Emotional Intelligence and Leadership Effectiveness

Components of Emotional Intelligence	Pearson Correlation Coefficient (*r*)
Intrapersonal	.485**
Interpersonal	.608**
Adaptability	.546**
Stress Management	.413**
General Mood	.637**
Overall Emotional Intelligence	.685**

** Significant at 0.01

Discussion: The finding of this study shows that the respondents' perceptions were mostly in the range of 3.68 – 5.00. The interpretation of emotional intelligence stated that high scores indicate administrative leaders have developed emotional intelligence capacity and improvement (Bar-On, 2004). Compared with

other studies, the emotional intelligence of sponsored research administration scores mostly ranges from 90 – 109. Bar-On (2004) explained that scores that ranged from 90 – 109 are average-adequate emotional capacity. Therefore, the total emotional intelligence score was (M=3.66, SD=0.40889) while another study, by Jones (2012) shows the total emotional intelligence mean score was 103.47 with a standard deviation of 14.97.

From the analysis of the scores of five components (intrapersonal, interpersonal, adaptability, stress management, and general mood) of emotional intelligence in this study, it was determined that *general mood* (M=3.90, SD=0.49855) and *interpersonal* (M=3.81, SD=0.58688) yielded the two highest mean scores of five components. However, Jones (2012) reported that *intrapersonal* (M=105.73, SD=13.595) and *adaptability* (M=103.83, SD=14.643) are the two highest mean scores of the five composite scales. Furthermore, the score decreased on *adaptability* (M=3.62, SD=0.49461) and *stress management* (M=3.54, SD=0.48529), with the *intrapersonal* showing the lowest mean score (M=3.44, SD=0.52728). Otherwise, the score decreased on the *general mood* (M=102.34, SD=12.574) and *stress management* (M=102.13, SD=13.930) and the lowest mean was *interpersonal* (M=99.17, SD=17.009) (Jones, 2012).

Subsequently, the finding of this study revealed that the total for all components of the leadership effectiveness for this study was 3.61. Analysis revealed, in ranking order from highest to lowest, *encourage the heart* had the highest score mean component score (M=3.67, SD=0.49368). According to Kouzes and Posner (2012), *the heart* is concerned with recognizing contributions by showing appreciation for individual excellence; and celebrating the values and victories by creating a spirit of community.

The second highest was *enabling others to act* (M=3.65, SD=0.57661). Enabling *others to act* means fostering collaboration by building trust and facilitating relationships; strengthening others by increasing self-determination and developing competence (Kouzes & Posner, 2012). After that, followed by *Inspire a Shared Vision* (M=3.61, SD=0.40187), *model the Way* (M=3.58, SD=0.58732), and the lowest score was *Challenge the Process* (M=3.55, SD=0.47790). Compared with other studies, the analysis revealed, in the ranking order from highest to lowest, that the five practices that *enable others to act* had the highest mean component score, followed by *encouraging the heart, model the way, challenge the process,* and the lowest score, *inspire a shared vision* (Jones, 2012).

The finding reported by the Pearson Product-Moment Correlation Coefficient there is a positive correlation between the five components of emotional intelligence and leadership effectiveness. The results can be seen through Pearson's Correlation between the scores of emotional intelligence components (intrapersonal, interpersonal, adaptability, stress management, general mood) and overall emotional intelligence. Therefore, leadership effectiveness and overall components of emotional intelligence score are r=0.685.

Based on this result, it revealed a relationship exists between emotional intelligence and leadership effectiveness because according to Cohen (1988) as cited from Pallant (2009) the range of strong relationships is between 0.50 and 1.00. Similar results have been shown in previous studies where the null hypothesis stated there is no significant statistical relationship existed between emotional intelligence and leadership effectiveness among administrative leaders was rejected because regression analysis data indicated that the total of five components of emotional intelligence are significantly correlated with leadership effectiveness and emotional intelligence is positively related to leadership effectiveness (Jones, 2012).

This study has proven that there is a relationship between emotional intelligence and leadership effectiveness. The results of this study are consistent with the research conducted by Baesu (2019) and Ismail et al. (2020), which suggests that the emotional intelligence demonstrated by leaders has the potential to enhance employee productivity. Edelman and van Knippenberg (2018) revealed that there is a relationship between emotional intelligence and leadership effectiveness. Thus, leaders who possess emotional intelligence are capable of recognizing, comprehending, and effectively addressing emotions. Hence, it is rational to anticipate that they will demonstrate a higher tendency towards effectively controlling their subordinates. Similarly, those in positions of leadership who possess elevated levels of emotional intelligence

exhibit distinct cognitive processes in seeing and comprehending inputs in an organization, leading to the manifestation of diverse behavioral patterns compared to those with lower emotional intelligence.

5. Conclusion

In this study, researchers used Kouzes and Posner (2003) Leadership Practices Inventory (LPI) as a dependent variable comprising the five practices of leadership. Meanwhile, the independent variable used in this study was collected using the Bar-On (1997) Bar-On Emotional Quotient Inventory (EQ-i). The EQ-i included overall five components of emotional intelligence and their subscale scores. The first phase of the data analysis examined demographic background. The second phase, examined five components of emotional intelligence and leadership effectiveness using Pearson's Product-Moment Correlation Coefficient.

The research questions presented at the start of this study as whether there is any relationship between emotional intelligence and leadership effectiveness. Pearson's Product-Moment Correlation Coefficient supports the reason that there is a strong relationship between overall components of emotional intelligence and leadership effectiveness among administrative leaders in selected Malaysian public sectors. Emotional intelligence is essential to ensure that administrative leaders can lead effectively. Therefore, the five components of emotional intelligence play an important role in improving the level of emotional intelligence and indirectly affect the ways administrative leaders lead others.

This study revealed that the relationship between emotional intelligence and leadership effectiveness is significant to the employees whereby the researchers specifically focus on the administrative leaders in the selected Malaysian public sectors to improve their leadership effectiveness. On the other hand, this study is important to the administrative leaders in an organization because the level of their emotions can influence the way they lead their subordinates and contribute to the success of their organization. Furthermore, the current work environment in most of the public sectors emphasizes the importance of leaders who are aware of their employees' sentiments and emotions and who can successfully manage these emotions to reduce their negative influence.

The concept of emotional intelligence has been widely recognized as a significant determinant in improving an individual's performance, effectiveness, mental health, and psychological well-being (Jani et al., 2022). According to Hwang (2011), the acquisition and application of emotional intelligence can facilitate the transformation of adolescents into accomplished and intellectually astute individuals. This transformation is characterized by the development of skills such as emotional regulation, self-motivation, accountability, problem-solving abilities, self-assurance, and autonomy (Ismail et al., 2020).

A limitation of self-report measures is the potential lack of honesty shown by individuals when reporting their feelings and preferences (O'Connor et al., 2019). Nevertheless, this phenomenon occurs exclusively in situations when there is a designated score assigned to accurate responses. Fortunately, within the framework of the ability model measurement, there is no specific target to achieve, so minimizing the tendency to hide any emotional states. Hence, future research endeavors may involve incorporating more variables that accurately capture the impact of leader effectiveness. The study's scope has the potential for expansion to encompass additional specific categories of corporations or organizations.

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