

## Correlation of emotional intelligence and transformational leadership practices

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### Abstract

The purpose of this study is to explore the emotional intelligence (EI) and transformational leadership practices (TLP) of academics in conflict-prone areas (Ambon). This investigation examined whether the segregation of territories due to conflicts had a relationship between emotional intelligence and transformational leadership practices. Studies use a causal relationship approach to describe circumstances. The research sample numbered 200 academics at Islamic religious universities with various backgrounds of authority. Instruments used to measure emotional intelligence (EI) and transformational leadership practices (TLP). The results showed that participants' emotional intelligence (EI) correlated favor of transformational leadership practices (TLP). The vulnerability of conflicts in the Ambon city area does not affect the results of the Emotional intelligence assessment (ESAP) and Leadership practice inventory (LPI), especially the contribution to factors that encourage and enable others to act, shared vision, modeling the way, and challenging the process. In practice, it can be interpreted as regional segregation in Ambon City. This does not interfere with emotional intelligence in academics at Islamic religious universities. The incident that caused the separation of residences based on religion and the relationships that were created cannot be separated from economic and political relations, giving rise to various terms that the government and academics deliberately echo through the term "*ale rasa beta rasa*" which means what you feel, so do I feel this is an important focus that helps develop the cultural intelligence of academics in particular and society in general. A limitation of this study is that it increases the probability of bias over the response received due to the scope of a single self-generated object. The originality of this research is that there is still minimal research on emotional intelligence in academics in conflict-prone environments. Hence, the research findings contribute to advancing the transformational practices of academics at the tertiary level and the intrapersonal development of society in general.

**Keywords** Emotional intelligence; Transformational; Leadership; academician

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## **Introduction**

Research on emotional intelligence (EI) and leadership has attracted many researchers. The main focus of the study is whether emotional intelligence (EI) has an important relationship in determining transformational leadership practices in academic environments with a high susceptibility to conflict. (Hayashi, 2005; Higgs, M. & Aitken, 2003; Lewis & Aldossari, 2022; Wolff, S.B., Pescosolido, A.T. & Druskat, 2002) (Vivian tang dkk, 2009; Antony mckweon, 2012). Many studies have a positive effect of emotional intelligence (EI) on leadership effectiveness

Previous research has also supported that leaders with high emotional intelligence (EI) are associated with transformational leadership. (Barbuto, J.E. & Burbach, 2006; Mandell, B. & Pherwani, 2003; Riggio, R.E. & Riechard, 2008). But from the leadership perspective, it is not in high segregation of conflicts. The environment's vulnerability to ethnic, racial, and religious friction became important in this study's emotional intelligence (EI) and leadership transformation practices. The bloody events that occurred in this city, namely inter-ethnic and religious conflicts from 1999 to 2002, made a separation of life between religion and ethnicity that eventually formed the living conditions of the group. Even so, various public facilities are managed together to eliminate these problems in the government and the private sector. Correspondingly, conflicts and vulnerabilities are still common in the region.

Ambon City State Islamic University is one of the Islamic religious universities in Ambon City, which has a multicultural vision. This can be seen from its openness to students' diverse religious backgrounds, such as students from traditional groups who adhere to ancestral beliefs and other religions. Embedding Islam is not interpreted specifically so that not only Islam but Christianity and various other beliefs have the same opportunity. This also creates challenges for academics in this region. The role of academics in facing heterogeneous challenges forces the development of transformational leadership practices. This is, of course, a problem where almost all academics come from native populations affected by segregation.

The role of academics as catalysts for education provides its breath in implementing heterogeneous organizational performance. Regardless of how important emotional intelligence (EI) is in the leadership literature. Self-awareness is a component of emotional intelligence (EI), and its relationship with leadership practices will differ from culture to culture (Shipper, F., Kincaid, J., Rotondo, D.M. & Hoffman, 2003). Concerning the emotions of academics in the environment of educational institutions, research even shows that when leaders show good emotional intelligence (EI), the behavior of teachers and other academic results of students also lead to better results. The next objective is to determine if emotional intelligence (EI) is significant in leadership practice in areas with conflict vulnerability. Transformational leadership practices are analyzed using a visionary approach (Kouzes, O. & Posner, 1995) and skill-based emotional intelligence (EI) models (Nelson, D.B. & Low, 2003). Emotional intelligence (EI) is measured as a competence related to the perceived transformational leadership practice and causes advances in cultural communication and academic learning development in its environment.

## **Literature Review**

### **Emotional intelligence (EI) and leadership**

Emotional intelligence (EI) in leadership is the concept that emotions and responses to emotions are at the core of leadership (Roberts, S. & Rowley, 2008). Leader involvement includes identifying, integrating, and managing himself and subordinates feelings (Roberts, S. & Rowley, 2008). Leaders who can translate their emotions clearly and accurately are considered more capable of anticipating, overcoming, and responding to changes (Mayer, J.D. & Caruso, 2002). The leader will continue to face the challenge of organizational change, so the leader needs to consider his emotions (Jordan, 2004). Some studies highlighted the impact of emotional

intelligence (EI) on organizational change and identified emotional skills that successfully transform the organization. Goleman (2004) reveals about social intelligence, emphasizing the emotional part of intelligence. Hernon (2007b) also reveals the emotional intelligence (EI) associated with social intelligence. Mayer, J.D. & Salovey (1990) Emotional intelligence (EI) is the ability to monitor the emotions and feelings of a person and others, distinguishing between them and regulating and guiding one's thoughts and actions to solve problems.

From some of the views expressed, the construction of emotional intelligence (EI) is generalized in two models, namely, the basis of the ability of the model and the basis of nature (Conte, 2005; Day, A., Newsome, S. & Catano, 2002). A model with a capability base conceptualized by Mayer, J.D. & Salovey (1990) includes feelings of emotion, using emotions, understanding emotions, and managing emotions. In contrast, the trait-based emotional intelligence (EI) model by Goleman and Bar-On includes components of non-cognitive traits such as empathy, optimism, adaptation, motivation, and warmth (Conte, 2005; Van der Zee, K. & Wabeke, 2004). Even in research, Huiwen et al. (2009) demonstrated a third model by Nelson and Low on emotional learning systems by developing emotional intelligence skills. Daniel Goleman, in his book *Emotional Intelligence (EI): Why it Can Be More Important than IQ*, reveals that emotional intelligence (EI) is a concept of leadership. Goleman's model reveals the possibility of a person's ability to demonstrate intelligent use of emotions, manage oneself, and work effectively (Boyatzis, R.E., Goleman, D. & Rhee, 1999). For Goleman, the leader has competence and can change styles according to the specified situation (Rossiter, 2006b). The challenge of the leader is to know when he changes the style depending on the circumstances and needs, so the leadership style of Goleman is situational leadership. This gives rise to other research that the competence of emotional intelligence (EI) can be developed (Boyatzis, 2001). Dulewicz, V. & Higgs (2004) reveal that there is evidence that emotional intelligence (EI) can be developed and suggests organizations need to structure programs and design how to develop the emotional intelligence (EI) of their employees.

Studies in America and China prove that interpersonal, leadership, self-managerial, and intrapersonal skills are different factors (Nelson, D.B., Jin, Y. & Wang, 2002). There are 10 emotional intelligence (EI) skills that contribute specifically, such as Statement, Social awareness, Empathy, Leadership, decision-making goals, Time of self-commitment, Self-esteem management, and Stress management. Resonant leadership created by Goleman, D., Boyatzis, R. & McKee (2002b) Related to leadership that in any group, the leader has the power to influence the emotions of others. When the leader encourages the positive emotions of others, he can bring out the best in others. Then, this is what is referred to as the resonance effect (Goleman, D., Boyatzis, R. & McKee, 2002a). That is the resonant effect that the center of one's emotions is in sync positively (Goleman, D., Boyatzis, R. & McKee, 2002b). On the contrary, the opposite of resonance is negative emotions, that is, dissonance (lack of harmony) (Alire, 2007). Leaders who resonate optimistically, energetically, enthusiastically, and empathically during change, especially with the feelings of others. Goleman mentions that emotional intelligence (EI) domains are self-awareness, self-management, social awareness, and relationship management (Goleman, D., Boyatzis, R. & McKee, 2002a).

#### ***Emotional intelligence assessment (ESAP)***

- Assertiveness (Interpersonal skill)  
This assessment includes communicating with others honestly, understandingly, respectfully, and not harming others. You communicate by prioritizing and maintaining a positive and healthy relationship with your interlocutor.
- Comfort (Leadership skill)  
This assessment includes your ability to communicate with others. You build honesty, trust, openness, spontaneousness, and casualness in various situations with your interlocutor. You maintain positive interactions with others, both verbal and non-verbal.
- Self-esteem (Leadership skill)

You can complete the workload with sincere self-confidence, confidence in the success of completing the work, and always skilled in developing your abilities

- **Management stress (Intrapersonal skill)**  
In stress management, your ability to choose healthy exercise, relaxation, and control your own emotions towards the burden of work stress. You can balance the monotonous intensity of work by dividing your time into your health, work, and work outputs.
- **Commitment ethics (Self-management skill)**  
This assessment includes the ability to complete work/personal responsibilities. You choose to set standards, goals, and expectations and persistently resolve demands regardless of distractions and other burdens.
- **Time management (Self-management skill)**  
In completing work/personal responsibilities, you manage a productive schedule effectively, and in this situation, you accept so that there is harmony between daily thoughts, feelings, and behaviors.
- **Leadership (Leadership skill)**  
You persuade others to influence and direct following goals, creating positive momentum/support.
- **Decision-making (Leadership skill)**  
This assessment includes your ability to formulate and solve problems by paying attention to the situation and involving others.
- **Empathy (Leadership skill)**  
The ability to be an active listener, compassionate, non-judgmental, and respond constructively to the feelings and behaviors of other people's thoughts. You prioritize honest communication.
- **Aggression (Potential problem area)**  
The ability to express emotions by feeling relented, violating, and executing one's own / others' thoughts rather than expressing anger towards others.

### **Transformational leadership practices (TLP)**

Emotional intelligence (EI) has been linked to transformational leadership. A study revealed that emotional intelligence (EI) is significantly linked to transformational behavior and leadership (Harris, P.D. & Crede, 2010). Transformational about how to influence change, transformational leaders are outlining agents because they see the need to move the organization forward (Alire, 2007). Hernon (2006a) also revealed that emotional intelligence (EI) and transformational leadership are needed in managerial leadership. In addition to various leadership theories, the variety of emotional intelligence (EI) is also binding in organizational theory (Giesecke, 2007). An emotionally good leader is a leader who successfully overcomes changes to obtain his organization's goals (Stein, 2009).

Goleman reveals the relationship between leadership style, necessary emotional intelligence (EI) competence, and organizational effectiveness. The following is presented in Table 1.

Emotional intelligence (EI) constructs have become part of the nature of learning, behavior, and leadership competencies/skills. In research using the emotional intelligence (EI) Goleman framework, superior and effective leaders showed higher levels of emotional intelligence than leaders with lower levels of emotional intelligence (EI) (Watkin, 2000). Another study revealed that top leaders score higher than the general population's emotional intelligence (EI). This is based on the trait-based emotional intelligence (EI) of leaders who use the emotional intelligence (EI) Inventory Bar-On. Various literature has found that transformational leadership styles are predictable from trait-based emotional intelligence (EI) (Barbuto, J.E. & Burbach, 2006; Brown, F.W. & Moshavi, 2005; Mandell, B. & Pherwani, 2003; Sosik, J.J. & Megerian, 1999). In another study, he found an important role of emotional intelligence (EI) in the transformational leadership literature (Daus, C.S. & Ashkanasy, 2005).

***Leadership practice inventory-self (LPI-self)***

- *Challenging the process*

An individual's awareness of doing challenges and having a passion for succeeding in challenges is something that a leader should have. But when the individual feels that he has found something that has failed in its implementation, he is quick to change the situation based on the question in himself, such as what should be achieved and done next. (Kouzes, O. & Posner, 2007; Maxwell, 2002). A leader should not be trapped in the routines and problems he faces. He needs to innovate and play a significant role in creating change by making strategic decisions. He should not fear failure and develop a positive culture for others. It must create a climate where others feel free to create, take risks, and change (Rozeboom, 2008).

- *Shared vision*

In many problems of an organization, vision has not been able to become a communication pattern developed by the leader (Kouzes, O. & Posner, 2007). The strategic key for leaders is attention to the organization's vision (Bennis & Nanus in Rozeboom (2008). When likened, vision is a potential weapon that can unite all resources other than because vision offers hope of success. This vision is not only the leader's vision but also how the leader collects visions from his subordinates/work team so that the decision-making develops the same thoughts of the people in it (Cleveland in Rozeboom (2008).

- *Enabling others to act*

In the past, the existing paradigm was that the leader was the only component that held information and power, but over time, the opposite happened. The leader needs to collaborate and encourage his subordinates so that the subordinate's perception of himself, his credibility in leading, and his teamwork increase (Kouzes, O. & Posner, 2007). Leaders with cooperative and committed relationships are considered more competent than competitive and independent leaders (Rozeboom, 2008). Trust is the key determinant of an individual's satisfaction with the organization in which they work (Lencioni, 2005).

- *Modelling the way*

In several studies over the years, subordinates tend to follow superiors who have consistency between words and deeds (Kouzes, O. & Posner, 2007). "Action is better than words". This paradigm becomes important in improving the integrity and credibility of the leader. Small successes will be the hope for others, higher achievements, and eventually building commitment (Giulani, 2002).

- *Encouraging the heart*

The leader needs to be skilled at being a positive individual and helping his subordinates to constantly develop their subordinates to achieve something greater (Seligman in Rozeboom (2008). The leader is aware of celebrating success and appreciates any contributions from his subordinates (Kouzes, O. & Posner, 2007).

***The relationship between emotional intelligence (EI) and leadership***

A defensible methodology is necessary to prove the emotional validity of intelligence in leadership (Antonakis, 2003; Locke, 2005). However, many studies confirm the important role of emotional intelligence (EI) in the leadership literature (Walter, F. & Bruch, 2007). Emotional management of oneself and those around is important for a leader. Anticipating certain things in the organization's context will allow a change's effectiveness (Mayer, J.D. & Caruso, 2002). Through emotional intelligence (EI), a person can understand the feelings of oneself and others to solve problems and regulate their daily behavior (Mayer, J.D. & Salovey, 1990). Leadership determines and drives an organization's success (Mullins, J. & Linehan, 2005a). This is based on



the results of respondents' studies related to leadership. Everyone has the potential to lead. This is also confirmed in the study by Stephens, D. & Russell (2004) that all employees must be seen and can be developed to become leaders.

## **Method**

### *Sample*

Two hundred academicians are targeted to be research objects at state Islamic religious universities in Ambon City. The research population includes the head of the institute, the faculty dean, the study program head, and lecturers within the university's scope. The choice of research was carried out at state Islamic universities because, in practice, universities do not limit the number of students who adhere to one particular religion. Still, other religions and adherents of traditional beliefs originate from ancestors, so the practice of transformational leadership in the academic environment is quite developed. This is an important consideration for researchers investigating how cultural intelligence in academic settings is implemented in transformational leadership.

Group differences are used as illustrations in determining whether to be chosen randomly. Gall, M.D., Gall, J.P. & Borg (2003), at least 30 participants must establish the presence and absence of relationships/contacts. The total response rate was 70% (140 out of 200). The Ambon City religious college sample consists of academic leaders evenly distributed in various fields on campus. The level of education of the research sample participants consisted of masters (55%) and doctoral (45%) with an average age of >42 years and an average duration of 10 years as academic lead experience.

### *Design and procedure*

Instrument selection is a crucial issue that can result in incorrect data and incorrect interpretation in research (Thomas, 2007). The study used expert recommendations per Peter, M. & Passchier (2006) to avoid this. The Pearson correlation was used to determine the relationship between emotional intelligence (EI) and transformational leadership practices (TLP) variables.

### *Measurement*

In variable measurement, instruments are used to measure emotional intelligence (EI) and transformational leadership practices (TLP). Measurement of transformational leadership variables using Leadership practice inventory-self (LPI-self) and measuring emotional intelligence (EI) through a measuring instrument called emotional intelligence assessment (ESAP). Leadership practice inventory-self (LPI-self) is the result of transformational leadership theory. Transformational leadership practices (TLP) has indicators as a framework of practice concepts: 1) Enabling other to act/EnOA, 2) Modelling the way/MoW, 3) Shared vision/SV, 4) Challenging the Process/CP, and 5) Encourage the heart/EnH (Kouzes, O. & Posner, 1995) through triangulation of qualitative and quantitative research approaches, and in-depth interviews on leadership best experiences. Leadership practice inventory-self (LPI-self) contains 5 transformational leadership practices (TLP) variable keys with a 5-variable Likert scale.

#### **Response Scale**

5. Very Often	3. Sometimes	1. Never
4. Quite Often	2. Rarely	

Meanwhile, emotional intelligence (EI) is measured using emotional intelligence assessment (ESAP), which contains 10 assessment indicators: empathy, decision-making, leadership, aggression, time management, ethics/commitment, stress management, self-esteem, comfort, and assertiveness. This emotional intelligence assessment (ESAP) uses a Likert scale with 3 measures.

#### **Response Scale**

1. Least Like	2. Like	3. Like Very Much
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Emotional intelligence assessment (ESAP) is used. After all, it is valid and reliable because it is used by US and Southeast China researchers and in several studies. (Nelson, D.B., Jin, Y. & Wang, 2002; Stottlemire, 2002; Vela, 2003). In determining the criteria for Leadership practice inventory-self (LPI-self), researchers refer to Aiken and Groth-Marnat (2006), that question items with a coefficient of  $>0.2$  are already able to predict existing performance criteria. This emotional intelligence assessment (ESAP) and transformational leadership practices (TLP) study considers age and length of service as necessary factors when using the instrument. Emotional intelligence assessment (ESAP) indicators are significantly related to transformational leadership practices. Age and length of work influence this analysis and should be important considerations. In some relevant studies regarding emotional intelligence assessment (ESAP), ethnicity, gender, and socioeconomic level may also be significant factors. But ideally, researchers use emotional intelligence assessment (ESAP) for purposes and objectives they want to develop according to the interpretation and planning of research development.

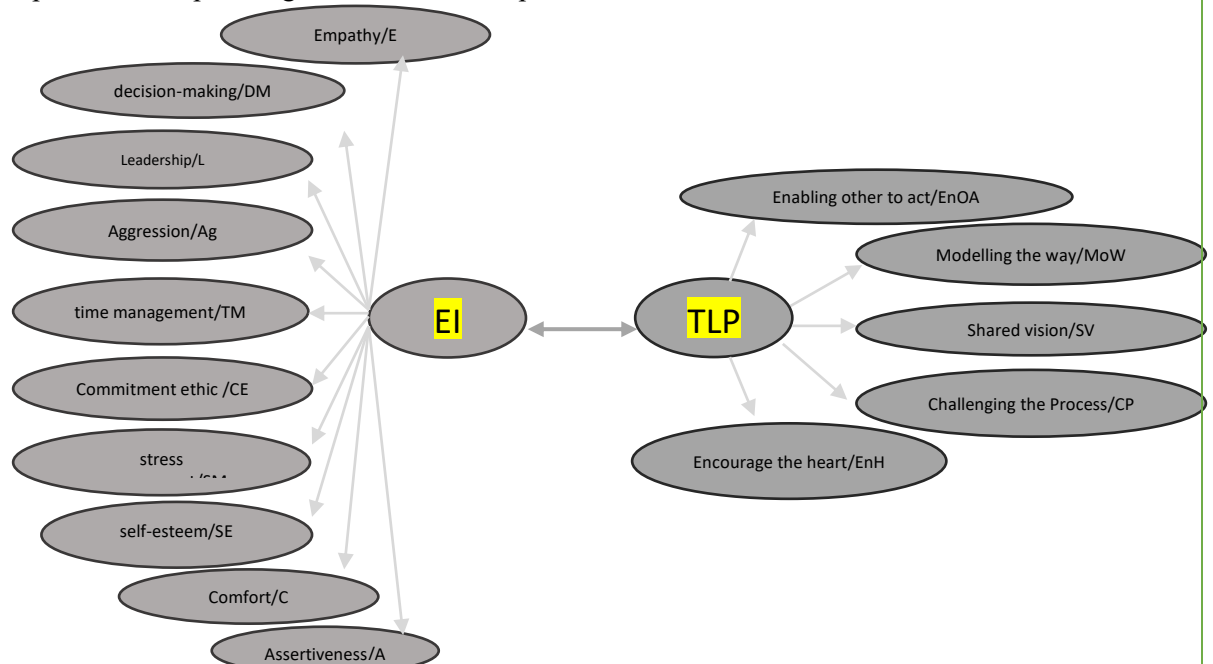


Figure 1: Framing Correlation EI & TLP. Source : Nelson, D.B., Jin, Y. & Wang, 2002; Stottlemire, 2002; Vela, 2003; Kouzes, O. & Posner, 1995)

## Result

In this research, validity and reliability testing was carried out regarding the variables studied before further testing.

### Validity Coefficients

The correlation coefficient in emotional intelligence assessment (ESAP) consisting of 10 indicators contains 4 factors, namely 1) leadership, II) Intrapersonal skills, III) Self-management skills, and IV) Potential problem areas. The emotional intelligence assessment (ESAP) correlation coefficient in this study is presented in Table 1 below:

Table 1: Emotional Intelligence Assessment (ESAP) Validity Factor

Indicator	Sym.	I. Leadership	II. Intrapersonal Skill	III. Self-management skill	IV. Potential problem areas
Empathy	E	.47			
Decision Making	DM	.68			
Leadership	L	.59			
Aggression	Ag				1
Time management	TM			.59	
Commitment ethic	CE			.69	
Stress management	SM		.68		
Self-esteem	SE		.70		
Comfort	C	.33			
Assertiveness	A		.51		

N = 140. Source: Result SPSS, 2023

### Reliability Coefficient

Internal consistency is split in half, and stability in Emotional intelligence assessment (ESAP) can be seen in Table 2 below:

Table 2: Emotional Intelligence Assessment (ESAP) Reliability

Indicator	Sym.	a	Split half
Empathy	E	.65	.28
Decision Making	DM	.64	.36
Leadership	L	.65	.29
Aggression	Ag	.64	.35
Time management	TM	.66	.22
Commitment ethic	CE	.68	.02
Stress management	SM	.66	.19
Self-esteem	SE	.65	.34
Comfort	C	.67	.11
Assertiveness	A	.66	.25

N = 140. Source: Result SPSS, 2023

As a result of the validity and reliability calculation study, information was obtained that the variable indicators could be continued in factor analysis calculations.

Based on factor analytic studies in the academic community of state Islamic religious colleges samples, a four-factor solution best describes emotional intelligence assessment (ESAP) scale corrections. In Stottlemire's (2002) research in schools, the emotional intelligence assessment (ESAP) Indicator is divided into several factors such as I. Leadership, II. Motivation, III. Interpersonal, IV. Self-management needs. The factors researchers identified also adopted from Nelson, D.B. & Low (2003), namely I. Leadership, II. Self-management skills, III. Intrapersonal skills, IV. Potential problem areas.

Table 3: Emotional intelligence assessment (ESAP) Validity Empirical

Indicator	Sym.	Modelling the way (MoW)	Shared vision (SV)	Challenging the Process (CP)	Enabling others to act (EnOA)	Encourage the heart (EnH)
Empathy	E	.51	.96*	.45	.48	.72*
Decision Making	DM	.58	.74*	.66*	.39	.83*
Leadership	L	.75*	.49	.90*	.92*	.46
Aggression	Ag	.77*	.98*	.48	.86*	.67*
Time management	TM	.10	.02	.22	.21	.27
Commitment ethic	CE	.19	.70*	.92*	.26	.97*
Stress management	SM	.30	.35	.39	.66*	.59



Self-esteem	SE	.32	.26	.79*	.54	.95*
Comfort	C	.44	.91*	.74*	.97*	.82*
Assertiveness	A	.45	.15	.70*	.56	.78*

N = 140 (t-test = 0.67). Source: Result SPSS, 2023

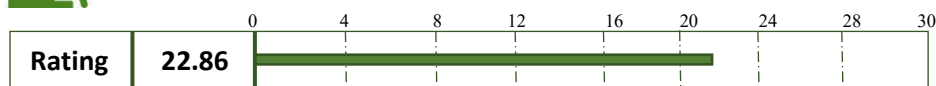
**Modeling the way (MoW)** of emotional intelligence assessment (ESAP) indicators correlates significantly with leadership and aggression. Empathy, decision-making, time management, commitment ethic, stress management, self-esteem, comfort, and assertiveness are negatively correlated. **Shared Vision (SV)** indicators correlate significantly with empathy, decision-making, aggression, commitment ethic, and comfort. Leadership, time management, stress management, self-esteem, and assertiveness are negatively correlated. **Challenging the process (CP)** indicators significantly correlates with decision-making, leadership, commitment ethics, self-esteem, comfort, and assertiveness. Empathy, aggression, time management, and stress management are negatively correlated. **Enabling others to act (EnOA)** These indicators correlate significantly with leadership, aggression, stress management, and comfort. Empathy, decision-making, time management, commitment ethics, self-esteem, and assertiveness are negatively correlated. **Encourage the Heart (EnH)** indicator correlates significantly with empathy, decision-making, aggression, commitment ethic, self-esteem, comfort, and assertiveness. Leadership, time management, and stress management are negatively correlated.

### Leadership practice inventory-self (LPI-self) Analysis

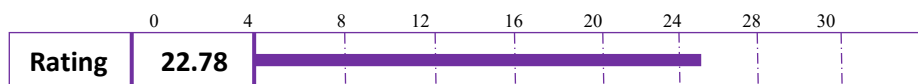
This measurement is based on 30 respondents' questions divided into 5 indicators. The response to this transformational leadership practice can be seen from the bar chart of each indicator. The average total response can range from 8 to 30, representing the respondent's score (1 = never to 5 = very often) for each indicator of 6 questions.



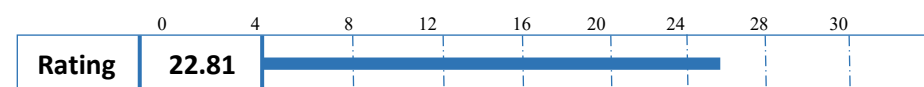
#### Enabling others to act (EnOA)



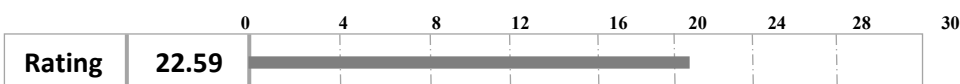
#### Modelling the way (MoW)



#### Shared Vision (SV)



#### Challenging the Process (CP)



#### Encourage the heart (EnH)



The leaders and observers who make up the Leadership Practice Inventory-self (LPI-self) database include a mix of males and females at all levels, from type academician in all programs, and from all who serve in the religious state universities of Ambon city. This page compares each respondent to all Observer responses for other leaders with experience as organizational leaders. The table below explains the results that are very frequent to never from the 30 leadership questions answered by respondents.

Table 4: Leadership practice inventory-self (LPI-self) ranking

		<b>Component LPI</b>	<b>Rating</b>
<b>6</b>	My leadership philosophy is clear and understandable to others	<b>Modelling</b>	5
<b>27</b>	I make sure people receive achievement for the success they do	<b>Encourage</b>	5
<b>30</b>	I give a lot of achievements to a team member for his contributions	<b>Encourage</b>	5
<b>20</b>	I usually actively listen to opinions from various perspectives of others	<b>Enabling</b>	5
<b>26</b>	I try to raise the confidence of others	<b>Encourage</b>	5
<b>8</b>	I offer an interesting overview of future successes	<b>Shared</b>	5
<b>1</b>	I set an example for others to follow what I hoped	<b>Modelling</b>	5
<b>5</b>	I build support in carrying out the vision of the organization/institution.	<b>Modelling</b>	5
<b>29</b>	I have a way of celebrating the achievements of organizations/institutions	<b>Encourage</b>	5
<b>28</b>	I can recognize people who are committed to the organization	<b>Encourage</b>	5
<b>22</b>	I usually respect other people's decisions	<b>Enabling</b>	4
<b>23</b>	I usually give others freedom and choice in getting the job done	<b>Enabling</b>	4
<b>25</b>	I commend others who did a great job	<b>Encourage</b>	4
<b>19</b>	I can establish cooperation with people who are on 1 team with me	<b>Enabling</b>	4
<b>12</b>	I give sincere assurance about the meaning and purpose of the success of the organization/institution.	<b>Shared</b>	4
<b>7</b>	I am talking about future trends in carrying out work that may affect organizations/institutions.	<b>Shared</b>	4
<b>11</b>	I give an overview of success in solving the demands of organizations/institutions.	<b>Shared</b>	4
<b>16</b>	I ask, "What can we learn?" when things don't go as expected	<b>Challenge</b>	4
<b>21</b>	I usually treat others with dignity and respect	<b>Enabling</b>	4
<b>18</b>	I dare to experiment and risk even if there is a chance of failure	<b>Challenge</b>	4
<b>15</b>	I use methods outside the formal organization/institution to improve my abilities.	<b>Challenge</b>	3
<b>9</b>	I urge others to continue to pursue the dream of the organization/institution/institution in the future.	<b>Shared</b>	3
<b>10</b>	I show others how to realize their success by coming together in the vision of the organization/institution.	<b>Shared</b>	3
<b>14</b>	I challenge others to use new/innovative ways of working	<b>Challenge</b>	3
<b>13</b>	I'm looking for more challenging opportunities to test my skills	<b>Challenge</b>	3
<b>17</b>	I make sure that we put together a planned schedule and program	<b>Challenge</b>	3
<b>24</b>	I make sure others thrive in their work by allowing themselves to develop.	<b>Enabling</b>	3
<b>4</b>	I always ask for feedback on my actions	<b>Modelling</b>	3
<b>3</b>	I keep the promises and commitments I make	<b>Modelling</b>	3
<b>2</b>	I make sure others work according to established procedures and standards.	<b>Modelling</b>	3

**Response Scale**

5. Very Often  
4. Quite Often

3. Sometimes  
2. Rarely

1. Never

Source: Result SPSS, 2023

## Discussion

Based on the study's findings, researchers are framing the correlation between emotional intelligence assessment (ESAP) and Leadership practice inventory self (LPI-self) analyses whose results support many of the study's previous findings. When observed, the respondents who

became objects were the average ones who grew up in conflict-prone areas since the 1999 tragedy that led to territorial separation between religious people and sensitive tribal conflicts in the region. The practice of being exemplary in any current and past academic leadership experience is an intrinsic factor in addition to his experience leading.

Establishing the ability of emotional intelligence (EI) academics in leadership skills such as persuading subordinates and influencing subordinates to carry out according to the goals of the leader- is estimated to be increasingly honed. However, in this study, we did not trace how this skill attitude appeared. Whether this skill departs from situational or the attitude already exists from within the individual. This study is more inclined to observe the correlation of the existence of emotional intelligence (EI) (leadership and aggression), which correlates with the exemplary attitude of individuals when carrying out transformational leadership practices. Aggression skills also improve as exemplary practices are brought in. The respondent stated that being an example in leadership is the result of his emotional intelligence (EI) drive, through his skills to ward off negative emotions, such as expressing one's own/others' thoughts in a positive way rather than expressing anger at others, understanding ways to express emotions more effectively and on target.

The shared vision indicator is one of the indicators in third place among other indicators that respondents often carry out. Vision becomes a communication pattern that is an important consideration for leaders in achieving the goals of the organization's vision. This practice correlates with respondents' emotional intelligence (EI) with the ability to express thoughts positively to others (aggression), have a high empathy attitude, comfort, decision-making ability, and good ethical commitment. When likened, sharing the vision is a potential weapon that can unite organizational resources, and this is driven by the respondent's ability to collect the vision of his subordinates/team so that with empathy, comfort, and commitment ethic, he can make decisions rather than think with the people in it. (Rozeboom, 2008)

Individual awareness in the face of challenges is part of the transformational practice of leaders that emerged from the practice of academics in the city of Ambon. Unfortunately, this indicator is in last place among other indicators. The practice of awareness of facing these challenges arises and correlates with the respondent's emotional intelligence (EI), namely leadership, decision-making, commitment ethics, self-esteem, comfort, and assertiveness. When encountering difficulties, they quickly change the situation based on questions such as what to achieve and do next. This aligns with the research (Kouzes, O. & Posner, 2007; Maxwell, 2002). It is also expressed by Rozeboom (2008) that leaders should not be afraid of failure and should create a climate of change with their ability to make strategic decisions. Enabling others to act (EnOA) ranks second in practice that many respondents practice. This is an advance for academics formed from conflict-prone areas in 1999 – 2004 Ambon City.

There is openness and space that respondents are trying to build to form cooperative relationships and a desire to collaborate with their subordinates. In the past, the paradigm of thinking was still tribal, sacrosanct to input, and identic with paternal family life so that all life problems were carried out based on customary law and desires was superior to others. However, based on this research, a new pattern can be seen where, over time, this paradigm gradually fades, and there is growing harmony between tribes, maturity of society, and the development of leadership, aggression, stress management, and comfort attitudes. This perspective supports the research findings in Table 2. In practice, it can be interpreted as regional segregation in Ambon City. This does not interfere with emotional intelligence in academics at Islamic religious universities. Regional segregation in Ambon City was a major tragedy that occurred during Indonesia's independence, especially due to issues of religion and race, which divided the unity of the people of Ambon City. The incident that caused the separation of residences based on religion and the relationships that were created cannot be separated from economic and political relations, giving rise to various terms that the government and academics deliberately echo

through the term "*ale rasa beta rasa*" which means what you feel, so do I feel this is an important focus that helps develop the cultural intelligence of academics in particular and society in general. Limitations regarding follow-up to this understanding still require further investigation.

## **Conclusion**

The emotional intelligence assessment (ESAP) and Leadership practice inventory-self (LPI-self) scales can significantly be used for academic construction, such as overcoming negative emotions and improving constructive thinking, especially in transformational leadership practices in the sensitive area of Ambon City. There are emotional intelligence (EI) connections from Assertiveness (Interpersonal skill), Comfort (Leadership skill), Self-esteem (Leadership skill), Management stress (Intrapersonal skill), Commitment ethics (Self-management skill), Time management (Self-management skill), Leadership (Leadership skill), Decision making (Leadership skill), Empathy (Leadership skill), Aggression (Potential problem area) in the predictor of transformational leadership practices. However, all scales of follow-up action need to focus on assisting respondents to apply proactive rather than reactive skills that trigger conflict repetition in these areas. Emotional intelligence assessment (ESAP) shows that respondents need to increase challenges and become role models in facing demands effectively in the work environment. Encouraging the development of these skills will help improve academic success and reduce friction in the long run.

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