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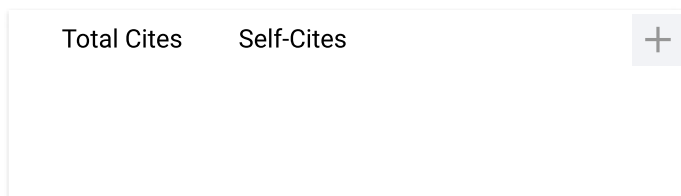
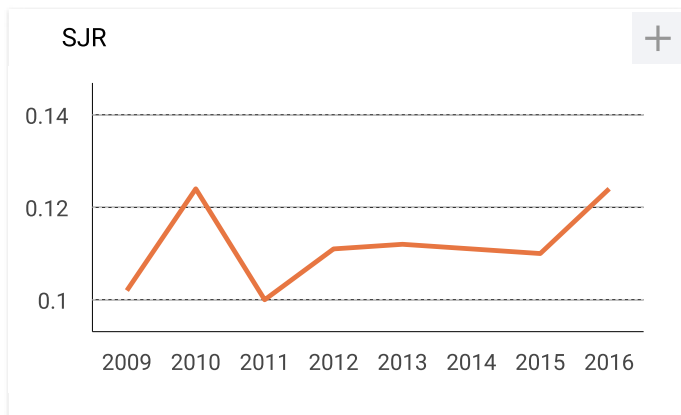
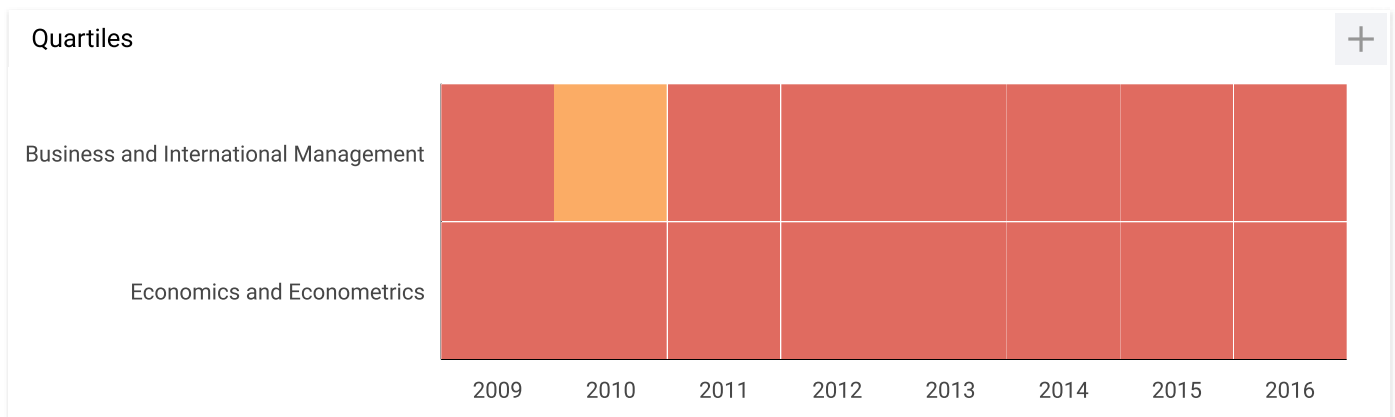
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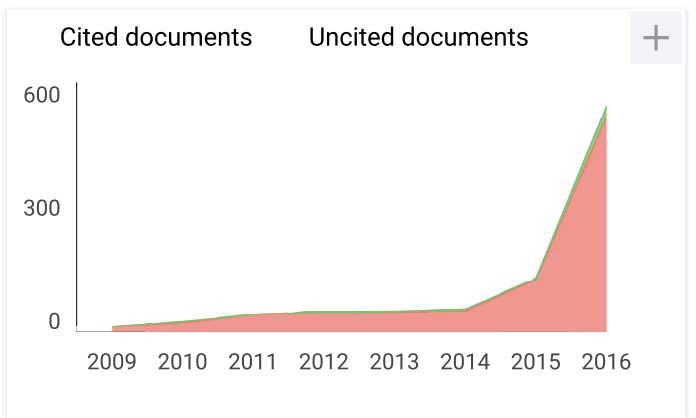
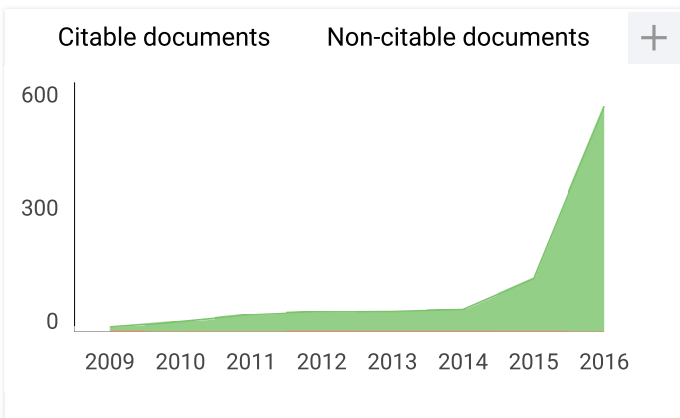
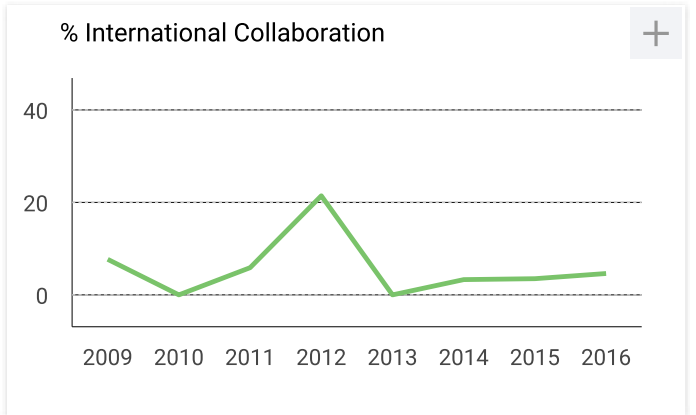
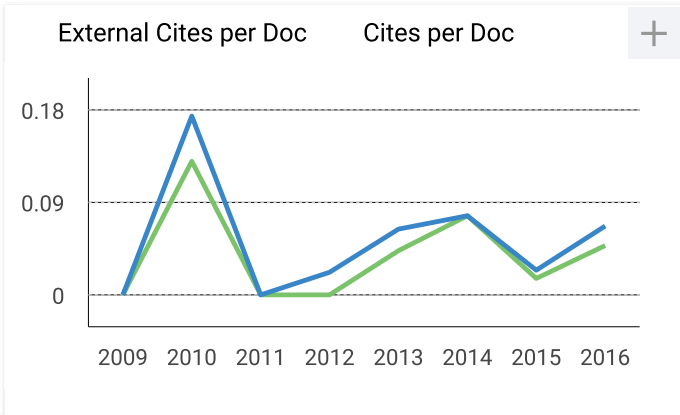
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### The Influence of Independence and Advantage Competitiveness on the Emotional Intelligence of High Schools Principals' Leadership in Gorontalo Province

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#### ABSTRACT

The objective of this research is to explore the influence of independence and advantage competitiveness on the emotional intelligence of schools' principals in Gorontalo province, in order to increase their emotional intelligence. In addition, this research serves as a contribution to the government, in this case, the Provincial Office of Education and Culture. The objectives of this research are: (1) to find out independence influence on emotional intelligence of the schools' principals. (2) to find out the influence of advantage competitiveness on their emotional intelligence, (3) to find out the influence and advantage competitiveness on the emotional intelligence in principals' leadership. This research is conducted on all high schools principals in Gorontalo province. It uses quantitative approach of survey with path analysis. It is used to test the direct and indirect influence between independent and dependent variables. The validity of the questionnaire items, validity of the test items, facts or relevant information then accumulated through each researched variables to enable the researcher to find out the influence of each variable toward the other variable. The research findings are written in statistical data and discussed in descriptive narrative. It reveals that: (1) there is a direct influence of independence on emotional intelligence of the high school principals' leadership in Gorontalo province, (2) there is a direct influence of advantage competitiveness on the emotional intelligence of high school principals' leadership in Gorontalo province, (3) there is a direct influence of independence and advantage competitiveness on the emotional intelligence of high school principals' in Gorontalo province.

**Keywords:** Independence, advantage competitiveness, emotional intelligence.

#### 1. INTRODUCTION

As stipulated in Government Regulation No. 28 of 1990, Article 12 Clause (1) that: "School principal is responsible to implement educational activities, school administration, support for the educators and staffs,

and empowerment and maintenance of school infrastructure and facilities. Thus, in school management, principal has a vital role and is one of the most crucial education components that play a vital role in increasing the quality of education.

Principal's success in leading his school has to be supported by intelligences, both intellectual and emotional intelligence. This can determine the principal's policy in driving the school to become a competitive and independence school.

Emotional intelligence is an important part of the principal's leadership to ensure that he/she can manage her emotion appropriately.

The principal's quality is determined by the principal intelligence in managing the school that can be achieved by well management of his/her emotion. As a leader that can use his/her emotional intelligence in educational leadership, emotional intelligence is a "capital" that is important for the leader, not only intellectual intelligence capital but also emotional intelligence capital, independency, and integrity as a strong points needed in order to overcome many challenges. Often, a leader's failure is due to his inability to emotionally, as a leader to understand oneself and others. Therefore, a leader has to have feelings, integrity, and ability to empathize with his/her staffs' difficulties.

Emotional intelligence and attitude contribute toward the principal's independency. Because, by being able to manage his/her emotion, the principal can create an independence and beneficial relationships in order to achieve the objective of the organization.

Advantage competitiveness within an organization is a strong bond toward the organization, the individual that feels the strong bond toward his/her organization will be loyal and actively participate in the organization. One of them is through hard work and active participation in ensuring the progress and welfare of the organization/school toward its objectives.

A progress of educational institution in Indonesia is strongly determined by the success of the principal to manage their emotional intelligence along with intellectual intelligence, especially in Gorontalo province. School principal's emotional intelligence in a relationship with his/her staffs is often disconnected, both ways communication are often not communicative enough (such as untimely arrival in school that often are not followed by appropriate explanation which in turn lead to miscommunication and conflict). Here, the emotional intelligence of the school principal is often unseen, because he/she will tend to openly critique or scold the staffs. Hence, it will be clear that the relation between the principal and the staff is not well managed. The same is also applied for the emotional intelligence among school principals that are not well managed. Often they cannot motivate each other for the betterment of education, hence, there are principals that are not being updated on current information on education. Therefore, through the description of the problems faced by the principals above, it is clear that there are school principals that cannot manage their emotion and that they are not yet independent in implementing their responsibility and are not yet competitive in bringing progress to their schools.

Based on the description above, it is important to investigate through the concept of influence between independency and advantage competitiveness toward the emotional intelligence of the high school principals' leadership in Gorontalo Province.

The objective of this research is to identify the influence between variables in this research. The variables in this research are: dependent variable and independent variable. Independency (X1) variable

and Advantage Competitiveness (X2) serve as independent variable, and Emotional Intelligence (Y) as serves as dependent variable.

### **A. Emotional Intelligence**

Based on Gardner's research, an expert in psychologist Baron (2003) who started his research to develop a formal psychological survey in 1985. This instrument is to measure what he called as emotional measurement that later gives birth to the emotional intelligence. Baron defines emotional intelligence as an ability to manage stress, optimism, flexibility, solving problem, understanding other's feeling, and managing a satisfactory interpersonal relationship.

Emotion, according to Jeane, is an experience that can be physically felt. Emotion is an impulse system that serves as an alarm of needed information and directs the person to many solutions, actions or changes at certain times. Basically, emotion is felt because we hear the message that seems to come from our heart. Real emotional awareness needs adjustment between emotional cords that lays in all parts of our body, hence, feeling can distract and quickly recovers the memory and visualization and stimulating physical feeling by doing the bodily function: move, such is called as emotional intelligence.

In addition, Ginanjar (2007: 23), said that emotional intelligence is an ability to recognize our own and others' feelings, ability to motivate oneself, and ability to manage emotion appropriately either within oneself and in its relation with others.

Ginandjar (2007: 59) adds that emotional intelligence consists of: the voice from within, self-awareness, motivation, work ethos, faith, integrity, commitment, consistency, persistency, honesty, resistance, and openness.

### **B. Independency**

Stein and Book (2000) stressed that independency is "ability to direct and control yourself in thinking and acting, and not emotionally depend on others."

Independence school does not necessarily means that the school is let on its own without control, rather, it is independent in implementing the context of national education system. Independent school means the school is independent in managing its institution and being progressive in its efforts to achieve the national target by not losing its characteristics and the local wisdom of the area where the school exists.

The characteristic of independent school as mention in www. BNSP are evident in the school activities that use the school-based management in Indonesia it is called MBS.

Further, through the implementation of MBS the characteristics of independent school will be evident in its profile, such as:

- (a) A more decentralized school management
- (b) School changes are more driven by internal motivation rather than external pressure
- (c) A more simplified educational regulation
- (d) The role of supervisors are shifting toward directing rather than controlling

### **C. Advantage Competitiveness**

According to Rangkuti, currently, companies with advantage competitiveness are companies that have and managed by progressive people, who have knowledge, competencies, creativity, innovative, and have strong commitments to bring prosperity for the companies that they are working for.

## **2. THEORETICAL FRAMEWORK**

1. **The influence of independence toward the emotional intelligence:** One of the basic attitude needed by a leader in leading an organization is independence. Independence is considered important and is a need due to its ability to stimulate positive attitudes needed to maximize faith in tasks implementation.

One's independence will appear when a leader can manage his/her life and others. Independence is not a final maturity in an individual, hence, individual has to have commitment that can support his or her intrinsic and extrinsic process of independence, such as activities to support his/her emotional intelligence maturity through work ethos, confidence, and this activities are aimed to change one's to be more commitment, more consistent, and to have self-integrity.

Related to independence, some expert has insisted that it cannot be separated from human physical, mental, creativity, and emotional ability. According to Stein and Book (2000: 105) states that independence is "ability to direct and control oneself in thinking and acting, and not to be emotionally dependent on others.

Emotional intelligence can optimize one's independence in determining his/her attitude in an organization. One's independence attitude in leading is evident in smart action and thinking to become a highly independent school's principal.

In this sense, it is assumed that independence has direct positive influence on emotional intelligence of the school principal.

2. **The influence of advantage competitiveness on emotional intelligence:** Advantage competitiveness is executed as an activity or a strategic thinking to manage thinking pattern in recognizing others within the process of managing emotional intelligence in the interaction between a leader and his/her followers that are not only limited on surface interaction, but deeper than that, it encompasses how the leader can be smart enough to have advantage competitiveness, he or she has to be able to develop a trusted and respected relationship with his or her followers by showing them high moral and ethics, hence, it gives strength and influence for him to influence his followers to become individuals with competitive advantages in any field.

A leader has to have emotional intelligence due to this intelligence aims to harness one's intelligence who wants to be successful in their carrier.

A leader with emotional intelligence will be able to communicate and manage his or her emotion properly, hence, individual transformation will go smoothly. A leader has to be able to give deeper influence on his or her followers, hence, an emotionally intelligence leader will be able to increase commitment to the organization/school that he or she leads.

The shift on the basic of advantage competitiveness also utters by Pfeffer in Maulana (2006:6), in which he said that there has been a shift on the fundamental element of competitiveness

from product-based technology, process, protected or regulated market, access to financial resources, and economic scale toward competitive organization that is supported by advantage competitiveness of its human resources.

According to Rangkuti (2001:5), that currently, competitive companies are companies operated by the competitive people, who have knowledge, competency, creativity, innovation, and strong commitment to make their companies successful.

Therefore, it can be assumed that advantage competitiveness has direct positive influence on the emotional intelligence of the school principal.

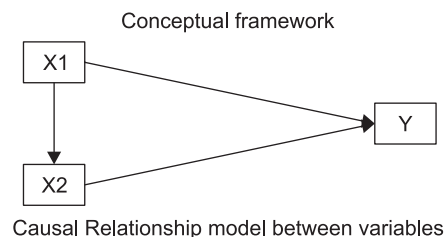
3. **The influence of emotional intelligence on advantage competitiveness:** Principal's independence aims at creating prominent people that will be successful in competition and success in their carrier.

An independent leader will be able to make himself/herself as a prominent role model and can well compete, hence, will be harmoniously transform individuals. A leader has to be able to give deep and strong influence on his followers; hence, emotionally intelligence leadership will be able to increase the commitment of the school principal to professionally lead and to be able to compete with others.

Advantage competitiveness is an intention within oneself to engage in what he believes as important and meaningful things. Advantage competitiveness is a strategic orientation directed when an individual has opportunities and changes to determine what he does independently without relying on others.

Advantage competitiveness is manifested through strategic thinking and activities to manage organization and people within that organization through independent personal pattern using good administrative management and appropriate financial aids in addition to assistance from other related institutions, as well as generating organization's own income, and managing those finance and income appropriately and independently. A prominent principal's figure will be able to build relationships and has strength to give influence to his followers to be prominent individuals in many activities. Therefore, it is assumed that independency has direct and positive influence on the advantage competitiveness of school principals.

Based on the framework above, it can be assumed that emotional intelligence and advantage competitiveness have positive influence on the effectiveness of the school principal's leadership.



*Note:*

X1 = Independence

X2 = Advantage Competitiveness

Y = Emotional Intelligence

### 3. HYPOTHESIS

1. There is a positive influence of independence on emotional intelligence
2. There is a positive influence of advantage competitiveness on emotional intelligence
3. There is an influence of independence on the advantage competitiveness of the school principals

### 4. METHOD

1. **Research Setting:** This research is conducted at public high schools (SMA), vocational high schools (SMK) , and Islamic high schools (MA) in Gorontalo province. These schools are located in all the five districts and one city within the province of Gorontalo namely: Gorontalo city, district of Gorontalo, district of Bone Bolango, district of Gorontalo Utara, district of Boalemo, and district of Pohuwato. Quantitatively, this research is conducted at 120 schools and is conducted for 8 months.
2. **Population and sample:** The population of this study is all the principals in all those schools mentioned above, and the samples are taken using the random sampling (Chourmain, 2006: 25) resulting in 55 principals as its sample.
3. **Type of research:** This is a quantitative study through survey method to study both large and small population by selecting and studying the selected sample to find the incidence, distribution, and relative interrelation among the variables (Fred & Howard, 2000: 599). This study uses causal method survey with path analysis. It is use to test the direct and indirect influence among variables.
4. **Data collection method:** The data collected using the structured questionnaire. The choice items in this instrument uses 1-5 scale. The instrument was previously made by composing the drafts made from the theoretical framework and research variables. It is then tried out to 30 respondents that were not part of the sample in order to find out the validity and reliability of the instrument.
5. **Data analysis method:** Data analysis in this research uses descriptive and inferential analysis. The descriptive analysis is intended to describe the characteristics if score distribution of the research data (Sugiyono: 2010). Meanwhile, the inferential statistical analysis is intended to test the hypothesis through path analysis technique by testing the prerequisite analysis that consist of linearity test of the regression equation and the normality test of the data.
6. **Statistical hypothesis:** Based on the previously proposed hypotheses, for the purpose of the analysis, statistical hypotheses are proposed as follow:
  1. Statistical hypothesis 1:

$$H_0 : \beta_{y1} \leq 0$$

$$H_1 : \beta_{y1} > 0$$



2. Statistical hypothesis 2:

$$H_0 : \beta_{j2} \leq 0$$

$$H_1 : \beta_{j2} > 0$$

3. Statistical hypothesis 3

$$H_0 : \beta_{12} \leq 0$$

$$H_1 : \beta_{12} > 0$$

## 5. FINDINGS AND DISCUSSION

Data collected in this research was tested on 30 respondents and during this research tested on 55 respondents. The description of the findings is presented as follow:

Statistical descriptive data findings on 3 (three) variables namely, Independence (X1), Advantage competitiveness (X2), and Emotional Intelligence (Y) of the High School Principals in Gorontalo province is presented in the following Table 17.1.

**Table 17.1**  
**Statistical descriptive data of the findings**

<i>Statistical descriptive</i>	<i>Independence</i>	<i>Advantage competitiveness</i>	<i>Emotional intelligence</i>
N Valid	55	55	55
Mean	108.65	109.15	115.47
Median	109.00	108.00	117.00
Mode	99 <sup>a</sup>	100 <sup>a</sup>	109 <sup>a</sup>
Std. Deviation	16.122	18.184	16.290
Variance	259.934	330.645	265.365
Range	59	66	60
Minimum	77	77	86
Maximum	136	143	146
Sum	5976	6003	6351

Based on the findings, there are 2 (two) independent variables ( $X_1$  and  $X_2$ ) and one dependent variable ( $Y$ ). The model is used to see the direct influence of  $X_1$  and  $X_2$  toward  $Y$  variable. Based on the structural equation model, variable  $X_1$  serves as intervening variable toward  $Y$  variable and variable  $X_2$  toward  $Y$  variable. Based on the causal relational model between variable, the structural equation model can be written down as follow:

$$\dot{Y} = \beta_{jx} X_1 + \beta_{jx} X_2$$

$$\dot{X}_2 = \beta_{x2x1} X_1$$

The data are processed with the assistance of SPSS 17.0 software and yields the following equations:

$$\dot{Y} = 0.203x_1 + 0.290x_2$$

$$\dot{X}_2 = 0.222x_1$$

All the equations above will be simultaneously used to find out the direct influence of independent variables toward the dependent variable, which further will be used to test the research hypothesis. The test criteria is:  $H_0$  will be rejected if  $t_{count} > t_{table}$  with the significance level of  $\alpha = 0.05$   $dk = n = 3$ . For other value,  $H_0$  will be accepted. The test result of the significance of path coefficient to prove the hypothesis is described as follow:

There are three hypothesis that will be tested, namely: (1) there is a direct influence of independence toward the emotional intelligence of the school principals, (2) there is a direct influence of advantage competitiveness toward the emotional intelligence of the school principals, and (3) there is a direct influence of independence toward the advantage competitiveness of the school principal. The tests on the first and second hypothesis refers to the first structural equation, the test on the third hypothesis refers to the second structural equation.

Test on the influence of independence ( $x_1$ ) and advantage competitiveness toward emotional intelligence ( $y$ ) of the school principals are summarized on the table below:

**Table 17.2**  
**The test result on the significance of path coefficient for the influence of Independence ( $x_1$ ), advantage competitiveness ( $x_2$ ), and emotional intelligence ( $y$ ) of the school principals**

Model	Unstandardized	Std. error	Standardized	T	Sig
	Coefficients		coefficients		
	Beta		Beta		
Constant	8.399	3.411		2.463	.017
Independence	.205	.065	.203	3.132	.003
Advantage competitiveness	.260	.074	.290	3.507	.001

<sup>a</sup>Dependent variable: Emotional Intelligence

Based on the table above, it is found that independence has a direct influence on the emotional intelligence of the school principals. The path coefficient of independence toward the emotional intelligence is  $P_{y1} = 0.203$ , with  $t_{count} = 3.286$  and  $t_{table (0.05, dk = 30)} = 1.70$ . Therefore,  $t_{count} >$  than  $t_{table}$ , which means that  $H_0$  is rejected and  $H_1$  is accepted, this also implies that the path coefficient between independence and emotional intelligence of the school principals is significant. Therefore, it means that the hypothesis, which states that there is a direct influence of independence toward the emotional intelligence of the school principals, is accepted.

Competitive advantage intelligence of the school principals has direct influence on the emotional intelligence of the school principals' leadership, with the value of  $P_{y1} = 0.290$ , with the  $t_{count} = 3.561$  and  $t_{table (0.05, dk = 30)} = 1.70$ . Therefore, the  $t_{count}$  is  $>$   $t_{table}$ , which means  $H_0$  is rejected and  $H_1$  is accepted or that the path coefficient between advantage competitiveness and emotional intelligence of the school principal is significant by accepting the hypothesis which states that, there is direct influence of advantage competitiveness toward the emotional intelligence of the school principals.

The test result of the independence ( $X_1$ ) influence on the advantage competitiveness ( $X_2$ ) of the school principals' leadership can be seen in the following table:

**Table 17.3**  
**The test result on the significance of path coefficient of Independence (X<sub>1</sub>)**  
**toward the advantage competitiveness (X<sub>2</sub>) of the school principals**

Model	Unstandardized	Std. Error	Standardized	t	Sig.
	coefficients		coefficients		
	B		Beta		
1 (constant)	18.007	6.716		2.681	.010
Advantage competitiveness	1.042	.317	.222	3.286	.002

<sup>a</sup>Dependent variable: advantage competitiveness

Based on the above table, it is clear that the independence directly influence the advantage competitiveness of the school principal. The path coefficient for independence toward the advantage competitiveness of the school principal is  $P_{x_1x_2} = 0.222$ , with the  $t_{count} = 13.744$  and  $t_{table (0.05; dk = 30)} = 1.70$ . Therefore,  $t_{count}$  is  $> t_{table}$ , which means that  $H_0$  is rejected and  $H_1$  is accepted, or in other word, the path coefficient between independence and advantage competitiveness of the school principals is significant, which also means accepting the hypothesis which states that there is a direct influence of Independence toward the advantage competitiveness of the school principals.

## 6. DISCUSSION

Independence in education world is shifting from efficiency driven to innovation driven. If one school is lacking in innovation, than that school will be most likely to be isolated without being able to fulfill the demands of the society, hence, the existence of independence school is strongly relied on the school principal to cooperate with all the staffs and the whole school community.

Independence is a value, an advantage competitiveness ability that will encourage those who owns it to succeed in competition. In a competition, winner and loser are inevitable. Independence has two shapes, thought and duty. A leader needs both to prove that he/she is a capable leader. Independence thought will lead into different perspective of strategy, while, independent duty will means that a leader has no conflict interest with his or her institution.

Emotional intelligence is one of the most important intelligences and needed by those who wants to succeed in carrier and in life. Emotional intelligence gives benefit within the process and the quality of decision making, leadership, conflict resolution ability, bridging gap, technical innovation, strategic communication, cooperation, mutual trust relationship, customer loyalty, creativity and innovation, effective self-management, social skills, and persistent ability. An average worker or those who sit in the leadership position needs to make use of those emotional intelligence in order to appropriately function within organization. The quality of inter human relationships is started with emotional intelligence. Leaders in organizations who works in other countries realize that there are more sensitive culture and lack of sensitivity towards others. Proper social skills will help create better interaction in business negotiation and ability to develop a better work.

In an institution, individuals are often faced with work-related problems; this demands the individuals to be able to have solutions for all the problems. Ability to solve these work related problems is influenced by several factors, such as, emotional stability, self-awareness and building a good relationship among

work partners. If a leader is faced with a problem, then his or her ability to manage the problem, his or her work efficacy, as well as his performance is strongly determined by his/her emotional intelligence. This is in line with Goleman (2006:44) which states that emotional intelligence is related with the apex of achievement, where an emotionally intelligence person will be lead to independence thinking, progressive, and are able to compete well. In this sense, Goleman said that intellectual intelligence contribute 20% to determine the success of the individual, meanwhile, the rest 80% is determined by other factors including the emotional intelligence. The findings in this research show that the emotional intelligence of the school principals is directly influence by the principal independence in their attitude, behavior, and empathy to build emotionally intelligence relationships.

To create better individuals that can compete and perform well, a school principal can synergized his works by managing himself appropriately to be a better individual and to perform well. Therefore, it is proven in the second findings of this research that there is a direct influence of advantage competitiveness toward the emotional intelligence of the school principals.

School principal's independence does not rely on the government funding or others, school principal can be independent from any kinds of funding in order to carry out their educational process and to be a good role model for other schools not to be dependent to the government, he trusts that his institution can be self-reliant in carrying out the education, consistent and has willingness to keep learning, hence, the individuals/institutions can be prominent individuals and institutions that can compete in all sort of fields. The third findings of this research shows that school principal's independence, has significant influence on the advantage competitiveness of the school principals. Therefore, the more independent a school principal is – in the sense of his ability to yield and self-funding the school needs and ability to appropriately solve the problems in the school- the more it add to the advantage competitiveness of the school principal to compete with other school. Hence, the principal's independence in interaction with internal environment and external environment of the school in increasing the positive attitude, creativity and responsibility will be more evident.

This research finds that the more able the principals to manage their independence, the better their emotional intelligence, and the better the condition and the creation of prominent individuals to compete in their environments.

## **7. CONCLUSION**

1. There is a direct positive influence of independence toward the emotional intelligence of the school principal
2. There is a direct positive influence of advantage competitiveness toward the emotional intelligence of the school principal
3. There is a direct positive influence of independence toward the advantage competitiveness of the principals' leadership.

## **8. IMPLICATION**

The implication of this research based on the influence of management toward better application and implementation of emotional intelligence.

**First:** principal's leadership can be implemented logically and combined with new innovations and evaluated systematically and based on its functions.

**Second:** emotional intelligence management is very important in the implementation of the principal's roles both for himself and others within the organization. This is due to emotions that plays an important role in institutional development and managing the curiosity, help anticipate for the future, understand and solve important problems, and make appropriate decision both personal and for others within the organization.

**Third:** principal will be successful in directing, managing, influencing, and cooperate with individuals, and groups that he leads.

## 9. RECOMMENDATION

Several recommendations from this research are: (1) school principal can create good independence in managing the emotional intelligence appropriately. (2) school principal can increase the advantage competitiveness skill and can help manage relations appropriately, good self-control, highly persistence and courageous, able to motivate himself to do something, and able to interact appropriately with others. (3) school principal can facilitate teachers and staffs to participate trainings to bring added values to the organization in order to make them more self-reliant/independence and able to compete and become prominent figures.

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