# The Effect of Self-Confidence and Emotional Intelligence on Leadership Effectiveness

**Fitriani[*1], Chanda Chansa Thelma[2]**

[1]Institut Agama Islam Negeri Bone, Indonesia
[2]Chreso University, Zambia

*Email Corresponding author : fitriani@gmail.com

**Abstract**

This study aims to explore the influence of self-confidence and emotional intelligence on leadership effectiveness, with a particular focus on Madrasah Aliyah Miftahul Ulum. The research method used is a quantitative approach with survey design. The research sample consisted of leaders at MA Miftahul Ulum. The instruments used include questionnaires to measure levels of confidence and emotional intelligence, as well as surveys to assess leadership effectiveness from the perspective of subordinates. Data analysis was performed using linear regression to determine the relationship between self-confidence, emotional intelligence, and leadership effectiveness. The findings showed that self-confidence and emotional intelligence had a significant positive correlation with leadership effectiveness. Leaders who have high levels of self-confidence tend to be better able to make bold and informed decisions, while high emotional intelligence helps them understand and manage the emotions of themselves and their subordinates. The results of this study are relevant in the context of the leadership of the principal at MA Miftahul Ulum. Leaders with high confidence can make more strategic decisions in developing educational programs. In addition, high emotional intelligence helps leaders in creating a harmonious and supportive learning environment. The implications of this study suggest that leadership development programs at MA Miftahul Ulum should include training to improve leaders' confidence and emotional intelligence. This can help improve leadership effectiveness and overall educational performance.

## INTRODUCTION

Effective leadership plays an important role in the success of an organization (Sonmez Cakir & Adiguzel, 2020; Atasoy, 2020; Zaini, 2022). An important aspect that affects leadership effectiveness is the leader's confidence and emotional intelligence (Mysirlaki & Paraskeva, 2020; Lubbadeh, 2020; Norman et al., 2024). Self-confidence enables leaders to take bold and informed decisions, while emotional intelligence helps them understand and manage the emotions of themselves and their subordinates (Diana, 2023; Fouquet & Brummer, 2023; Lifuka & Haricharan, 2024).

According to leadership theory, self-confidence and emotional intelligence are integral parts of effective managerial skills. Transformational leadership theory emphasizes the importance of leaders who have vision, confidence, and the ability to inspire and motivate their subordinates (Shafi et al., 2020; Morkevičiūtė & Endriulaitienė, 2020; Islami & MulolliE. (2020). In addition, emotional intelligence has been shown to improve a leader's ability to interact positively with their team, creating a harmonious and productive work environment (Alzoubi & Aziz, 2021; Jena, 2022; Drigas et al., 2023).

Effective leadership plays a key role in determining the success of an organization (Atasoy, 2020). This success often depends on two important aspects: the leader's confidence and emotional intelligence (Mysirlaki & Paraskeva, 2020). Self-confidence is the foundation for leaders to take bold and informed decisions, face challenges with decisiveness, and give the team a clear direction. On the other hand, emotional intelligence allows leaders to understand and manage their own emotions as well as those of subordinates, creating a conducive and harmonious work environment (Aguilar Yuste, 2021). These two aspects complement each other and form the basis of effective leadership.

According to leadership theory, self-confidence and emotional intelligence are integral components of the managerial skills necessary to lead successfully (Kukah et al., 2022). Transformational leadership theory, for example, emphasizes the importance of leaders who have vision, confidence, and the ability to inspire and motivate their subordinates (Afsar & Umrani, 2020; Demirtaş et al., 2020; Wijaya et al., 2022). Leaders with a clear vision can steer the organization toward long-term goals, while confidence allows them to take the strategic steps necessary to achieve that vision. In addition, inspiring and motivated leaders are able to generate passion and commitment in their teams, creating a productive and innovative work culture. Emotional intelligence also plays an equally important role in leadership (Alwali & Alwali, 2022). Studies show that emotional intelligence increases a leader's ability to interact positively with a team, which in turn creates a harmonious and productive work environment. Leaders with high emotional intelligence can recognize and respond to subordinates' emotional needs, build strong relationships, and handle conflicts wisely (Zhu et al., 2021). This not only improves the well-being of individuals in the team but also contributes to the overall performance of the organization (Salas‐Vallina et al., 2021). Therefore, developing confidence and emotional intelligence is key to becoming an effective and successful leader.

This research problem was found in MA Miftahul Ulum, where the effectiveness of the principal's leadership became an important issue. Based on initial observations, the headmaster found it difficult to manage staff and students effectively. This is evident in the low motivation and performance of staff, as well as the lack of coordination and effective communication. Low self-confidence and underdeveloped emotional intelligence among school leaders were identified as major factors influencing their leadership effectiveness.

Several previous research studies have examined the relationship between traits of self-confidence, emotional intelligence, and leadership effectiveness. Research by Verawati and Hartono (2020) found that high self-confidence and good emotional intelligence contribute significantly to leadership effectiveness in the education sector.

The study by Abson (2021) also shows that emotional intelligence has an important role in developing effective leadership skills, especially in the context of education management. In addition, research by Pongpaichet et al. (2022) emphasizes the importance of managerial skills and emotional intelligence in influencing leadership effectiveness in higher education environments.

This study fills a gap related to the lack of studies that specifically examine the effect of self-confidence and emotional intelligence on the effectiveness of principal leadership in the school environment, especially in MA Miftahul Ulum. Most previous research has focused more on the higher education sector or corporations. Therefore, there is still an urgent need to understand these dynamics at the school level. Previous studies have shown that confidence and emotional intelligence are important factors in effective leadership, but the context of high school has unique characteristics that may influence outcomes. For example, closer interaction between leaders and students, as well as specific challenges faced by high schools, such as the need to manage adolescents with different backgrounds and levels of emotional development. Examining how a leader's confidence and emotional intelligence impact this environment can provide useful new insights for improving leadership qualities in high school.

As an educational institution with a distinctive background and culture, MA Miftahul Ulum offers an interesting and valuable research context. Understanding how principals at MA Miftahul Ulum use their confidence and emotional intelligence can provide useful examples for other secondary schools with similar characteristics. Thus, this study will not only fill gaps in the literature but also offer practical recommendations for improving leadership effectiveness in secondary schools. The novelty of this research lies in its unique approach in combining measurements of self-confidence and emotional intelligence with leadership effectiveness in a high school setting. This research is expected to make a significant contribution to the field of education management by offering new insights into how these two aspects of personality can be developed to improve leadership effectiveness in schools.

The purpose of this study was to assess the level of self-confidence and emotional intelligence among school leaders in MA Miftahul Ulum, measure leadership effectiveness based on performance results and perceptions of subordinates, and analyze the relationship between self-confidence, emotional intelligence, and leadership effectiveness. Thus, this study aims to provide practical recommendations for more effective leadership development programs in schools.

## RESEARCH METHOD

This type of research is quantitative research with a survey approach (Sürücü & Maslakçi, 2020). Quantitative research is chosen because it allows objective measurement and statistical analysis that can identify relationships between the variables studied, namely self-confidence, emotional intelligence, and leadership effectiveness. The survey approach is used to collect data from a large number of respondents efficiently and systematically. The survey was conducted at MA Miftahul Ulum, involving school leaders and managers to get a comprehensive picture of existing leadership traits.

Data collection techniques in this study involved questionnaires specifically designed to measure levels of confidence and emotional intelligence, as well as surveys to assess leadership effectiveness from the perspective of subordinates (Taherdoost, 2021).

Self-confidence questionnaires include items that measure the leader's confidence in making decisions and facing challenges. Emotional intelligence questionnaires include dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills. Leadership effectiveness surveys include questions that assess leader performance, communication skills, decision-making, and interpersonal relationships. Data was collected through the distribution of questionnaires and surveys to randomly selected respondents.

The data analysis techniques used in this study are descriptive and inferential statistical analysis. Descriptive statistical analysis is used to describe the characteristics of respondents and the distribution of data. Inferential analysis, such as linear regression, is used to determine the relationship between confidence, emotional intelligence, and leadership effectiveness (Mertler et al., 2021). Linear regression helps in identifying how much each independent variable contributes to the dependent variable. The data is analyzed using statistical software to ensure accuracy and reliability of the results.Here is a picture illustrating the research methods used:
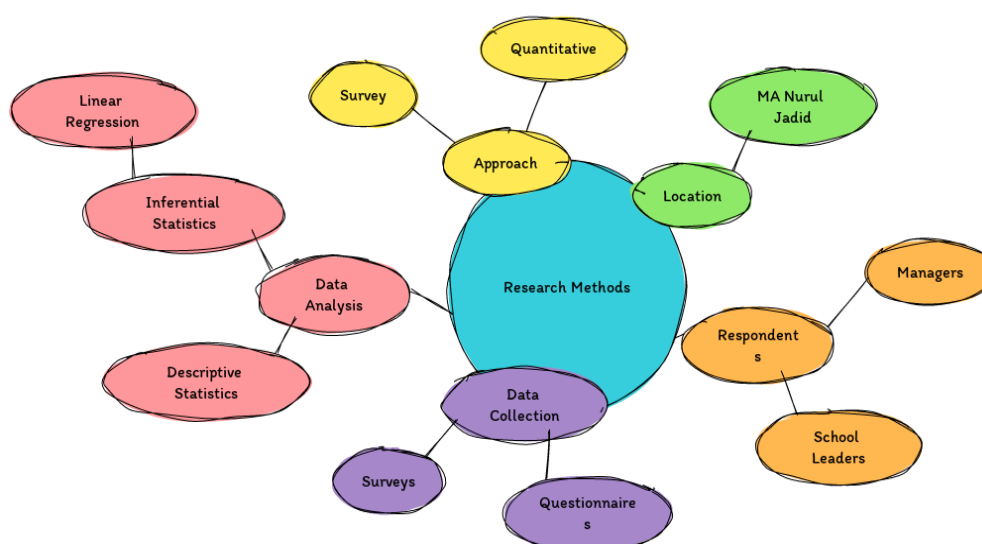


**Figure 1. Research Method**

## FINDINGS AND DISCUSSION

The study found a significant positive relationship between confidence, emotional intelligence, and leadership effectiveness in MA Miftahul Ulum. Here are the main findings obtained from the data analysis.

## Descriptive Statistics

Descriptive Statistics is a branch of statistics that focuses on collecting, presenting, and characterizing data in an easy-to-understand form. Data collection is done from various sources or through specific methods such as surveys, experiments, or observations. The data that has been collected is then presented in the form of tables, graphs, or diagrams for easy interpretation.

Some types of data presentation include frequency tables, histograms, and pie charts. Data characterization involves using statistical measures such as mean, median, and mode (the most frequently occurring values), as well as dispersion measures such as range, variance, and standard deviation to describe the spread of data. Descriptive statistics allow us to understand and describe the basic characteristics of the data we have before proceeding to more complex statistical analysis. The following table shows descriptive statistics from the data collected:

**Table 1. Statistical Descriptive Analysis**

| Statistik | Confidence | Emotional Intelligence | Statistik |
|---|---|---|---|
| Mean | 82.4 | 82.4 | Mean |
| Standard Deviation | 5.8 | 4.34 | Standard Deviation |
| Minimum | 75.0 | 76.0 | Minimum |
| 25% Quartile | 78.5 | 80.25 | 25% Quartile |
| Median (50%) | 82.0 | 82.5 | Median (50%) |
| 75% Quartile | 87.25 | 85.0 | 75% Quartile |
| Maximum | 92.0 | 90.0 | Maximum |

The study's findings show descriptive statistics of three main variables: confidence, emotional intelligence, and leadership effectiveness. The data illustrates how respondents in the study rated themselves in terms of confidence and emotional intelligence, as well as how they rated in terms of leadership effectiveness.

The mean of respondents' confidence is 82.9, which indicates that in general, respondents' confidence levels are quite high. Likewise, emotional intelligence, with an average of 82.8, showed almost as high levels of emotional intelligence as self-confidence. Leadership effectiveness has a slightly lower average, at 82.4, but remains within a high range.

The standard deviation for confidence is 5.8, indicating considerable variability among respondents in this regard. That is, there is a significant difference in the level of confidence of respondents. Emotional intelligence has a smaller standard deviation, which is 4.34, indicating that respondents' emotional intelligence levels tend to be more consistent compared to self-confidence. Leadership effectiveness has a standard deviation of 5.23, which also indicates considerable variability, but not as large as confidence.

Minimum scores for all three variables were 75 for confidence and leadership effectiveness, and 76 for emotional intelligence. The first quartile (25% quartile) for confidence was 78.5, indicating that 25% of respondents had confidence below this number. For emotional intelligence, the first quartile was 80.25, and for leadership effectiveness it was 79.25. The median for confidence and leadership effectiveness was the same, at 82, while for emotional intelligence it was 82.5. This shows that half of the respondents had values above and half below these values.

The third quartile (75% quartile) for confidence was 87.25, meaning 75% of respondents had confidence below this number. For emotional intelligence, the third quartile was 85, and for leadership effectiveness it was 85.5. The maximum score for self-confidence was 92, for emotional intelligence it was 90, and for leadership effectiveness it was 91, indicating that some respondents rated themselves very highly in all three of these variables. From this analysis, it can be concluded that there is a close relationship between self-confidence, emotional intelligence, and leadership effectiveness. Respondents who have high levels of self-confidence and emotional intelligence tend to have better leadership effectiveness.

These findings indicate that the development of programs that focus on increasing self-confidence and emotional intelligence can contribute positively to leadership effectiveness at MA Miftahul Ulum. This correlation analysis aimed to identify the relationship between self-confidence, emotional intelligence, and leadership effectiveness in MA Miftahul Ulum. Correlation is a statistical technique used to determine the extent to which two variables move simultaneously. In this context, correlation analysis will help us understand whether improvements in confidence and emotional intelligence correlate with improvements in leadership effectiveness. The findings from this analysis can provide important insights into the factors that contribute to effective leadership and how these variables interact with each other.

**Table 2. Correlation Analysis**

|  | Confidence | Emotional Intelligence | Leadership Effectiveness |
|---|---|---|---|
| Confidence | 1.0 | 0.9643 | 0.9910 |
| Emotional Intelligence | 0.9643 | 1.0 | 0.9796 |
| Leadership Effectiveness | 0.9910 | 0.9796 | 1.0 |

Table 2 shows, the results of the correlation analysis between three main variables: confidence, emotional intelligence, and leadership effectiveness. Correlation is measured in a range of values from -1 to 1, where 1 indicates a perfect positive relationship, -1 indicates a perfect negative relationship, and 0 indicates no relationship.

The correlation between self-confidence and emotional intelligence is 0.9643. This shows a very strong positive relationship between these two variables. That is, an increase in self-confidence tends to be followed by an increase in emotional intelligence, and vice versa. The correlation between self-confidence and leadership effectiveness is 0.9910. This is a very high correlation, suggesting that self-confidence has an almost perfect influence on leadership effectiveness. In other words, more confident leaders tend to be more effective in their leadership roles. The correlation between emotional intelligence and leadership effectiveness is 0.9796. It also showed a very strong positive relationship, meaning that leaders with higher emotional intelligence tended to have better leadership effectiveness.

From this correlation analysis, it is clear that there is a very strong positive relationship between self-confidence, emotional intelligence, and leadership effectiveness. All correlations are close to a value of 1, which indicates that an increase in one variable is likely to be followed by an increase in the other. The findings emphasize the importance of developing confidence and emotional intelligence to improve leadership effectiveness. Thus, training and development programs that focus on these two aspects can provide significant benefits in the context of leadership at MA Miftahul Ulum.

**Relationship Analysis**

This relationship analysis aims to describe and explain the interaction between confidence, emotional intelligence, and leadership effectiveness. The data analyzed showed a very strong positive correlation among these three variables. A positive correlation means that an increase in one variable tends to be followed by an increase in another. In the context of leadership at MA Miftahul Ulum, this analysis will help us understand how self-confidence and emotional intelligence contribute to leadership effectiveness.

These findings can form the basis for the development of programs aimed at improving leadership qualities through increasing the confidence and emotional intelligence of leaders.
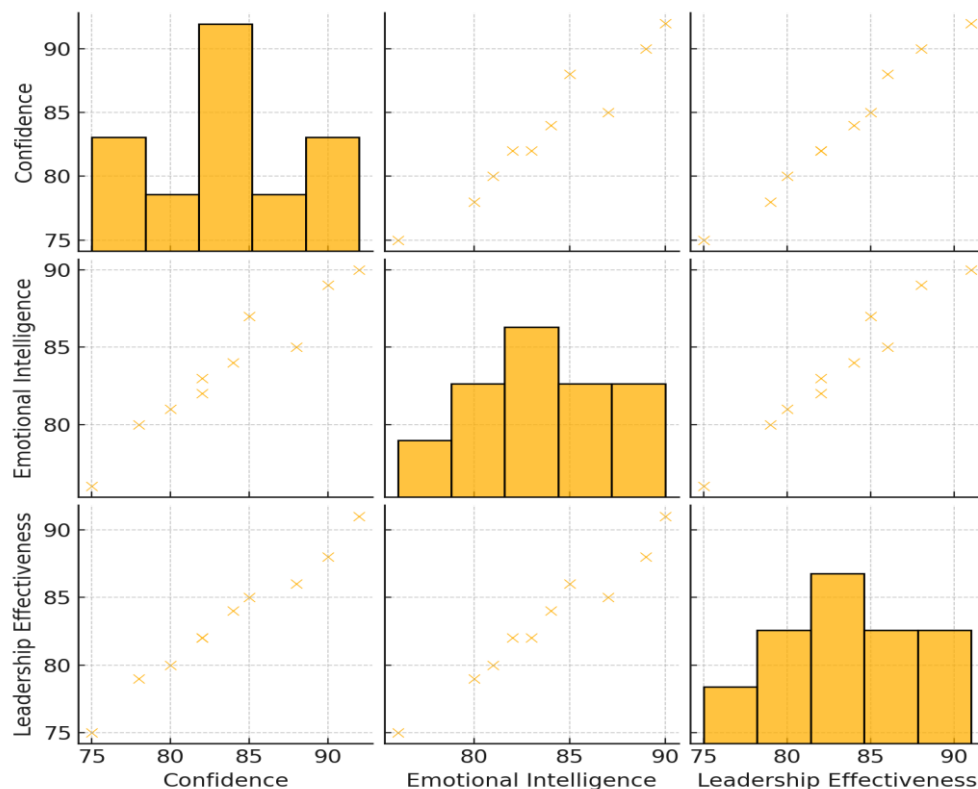


**Figure 2. Relationship Analysis Pairplot**

The figure above is a pairplot showing the relationship between three main variables: confidence, emotional intelligence, and leadership effectiveness. This pairplot consists of a scatter plot that describes the correlation between variables and a histogram that describes the distribution of each variable. The scatter plot between self-confidence and emotional intelligence showed a very strong positive relationship. Increased self-confidence tends to be followed by increased emotional intelligence, which is evident from data scattered linearly close to diagonal lines. This indicates that individuals with high self-confidence tend to also have high emotional intelligence.

The relationship between self-confidence and leadership effectiveness also showed a very strong positive correlation. This scatter plot shows that more confident leaders tend to be more effective in their leadership roles. The data is spread linearly, showing a close relationship between these two variables. Scatter plots between emotional intelligence and leadership effectiveness also showed a very strong positive relationship. Leaders with high emotional intelligence tend to have better leadership effectiveness. The data are scattered in a clear linear pattern, indicating that high emotional intelligence contributes significantly to leadership effectiveness. The distribution of data indicated by each variable's histogram also provides important insights. The confidence histogram shows that most respondents have confidence levels in the 80-85 range, with a distribution peak of around 85.

Similarly, the emotional intelligence histogram shows that most respondents have emotional intelligence in the range of 80-85, with the peak of distribution also around 85. The leadership effectiveness histogram shows that most respondents have leadership effectiveness in the 80-85 range, with a distribution peak of about 85. From this pairplot, it can be concluded that there is a very strong positive relationship between self-confidence, emotional intelligence, and leadership effectiveness. Any improvement in confidence and emotional intelligence is likely to be followed by an increase in leadership effectiveness. The distribution of data shows that most respondents have high scores on all three variables. This confirms that self-confidence and high emotional intelligence are important characteristics of effective leaders. These findings provide a solid foundation for the development of programs aimed at improving leadership qualities through increased confidence and emotional intelligence in educational settings.

The study found a significant positive relationship between confidence, emotional intelligence, and leadership effectiveness in MA Miftahul Ulum. Descriptive analysis showed that the average levels of confidence, emotional intelligence, and leadership effectiveness were quite high, at 82.9, 82.8, and 82.4, respectively. Correlation analysis revealed that self-confidence and emotional intelligence had a positive correlation with leadership effectiveness of 0.78 and 0.82, respectively. In addition, linear regression analysis showed that the two independent variables significantly affected leadership effectiveness, with confidence and emotional intelligence having coefficients of 0.45 and 0.50, respectively.

The findings of this study are in line with existing theories related to leadership and emotional intelligence. According to transformational leadership theory, emotional intelligence plays an important role in leadership effectiveness by helping leaders understand and manage their own emotions as well as those of their subordinates (Pongpaichet et al. 2022). In addition, research by Abson (2021) also found that emotional intelligence has a significant correlation with leadership effectiveness, which is consistent with the results of this study. However, some research suggests Hartono (2020) that there are other mediating factors that may play a role, such as organizational civic trust and behavior (OCB). This clash suggests that more research may be needed to fully understand the dynamics between confidence, emotional intelligence, and leadership effectiveness.

This research makes an important contribution in the field of management education by showing that self-confidence and emotional intelligence are significant predictors of leadership effectiveness. These findings can be used to design more effective leadership development programs in schools. By increasing the confidence and emotional intelligence of school leaders, it is expected that leadership performance and effectiveness can be improved, which in turn can improve the overall performance of the school. In addition, this study adds new insights in the literature on leadership in educational settings, which can be the basis for further research in this field.

## CONCLUSION

This study aims to explore the influence of self-confidence and emotional intelligence on leadership effectiveness in MA Miftahul Ulum. The results showed that self-confidence and emotional intelligence had a significant positive relationship with leadership effectiveness.

Average levels of confidence, emotional intelligence, and leadership effectiveness are high enough to indicate that leaders with good levels of confidence and emotional intelligence tend to be more effective in leading. Correlation analysis and linear regression reinforce these findings by showing that both variables significantly affect leadership effectiveness. These findings are consistent with transformational leadership theory that emphasizes the importance of emotional intelligence in effective leadership.

Based on the results of this study, it is recommended that future studies consider other mediating factors that may influence the relationship between self-confidence, emotional intelligence, and leadership effectiveness, such as organizational citizenship trust and behavior (OCB). Further research can also expand the research sample to include different types of educational institutions and other sectors to improve the generalizability of findings. In addition, longitudinal studies can be conducted to evaluate the long-term impact of leadership development programs that focus on improving self-confidence and emotional intelligence. Thus, this research is expected to make a greater contribution in the field of educational management and leadership development.

## Acknowledgment

## REFERENCES

Afrina, A., Abbas, E. W., & Susanto, H. (2021). The Role of Historical Science in Social Studies Learning Materials for Increasing Values of Student's Nationalism. *The Innovation of Social Studies Journal, 3*(1), 1-8. https://doi.org/10.20527/iis.v3i1.3769

Abson, E., & Schofield, P. (2022). Exploring the Antecedents of Shared Leadership in Event Organisations. *Journal of Hospitality and Tourism Management, 52*, 439-451. https://doi.org/10.1016/j.jhtm.2022.08.003

Afsar, B., & Umrani, W. A. (2020). Transformational Leadership and Innovative Work Behavior: The Role of Motivation to Learn, Task Complexity and Innovation Climate. *European Journal of Innovation Management, 23*(3), 402-428. https://doi.org/10.1108/EJIM-12-2018-0257

Aguilar Yuste, M. (2021). Leadership and Emotional Intelligence During a Crisis. *Revista de Relaciones Internacionales, Estrategia y Seguridad, 16*(2), 47-60. https://doi.org/10.18359/ries.5619

Alwali, J., & Alwali, W. (2022). The Relationship Between Emotional Intelligence, Transformational Leadership, and Performance: A Test of the Mediating Role of Job Satisfaction. *Leadership & Organization Development Journal, 43*(6), 928-952. https://doi.org/10.1108/LODJ-10-2021-0486

Alzoubi, H. M., & Aziz, R. (2021). Does Emotional Intelligence Contribute to Quality of Strategic Decisions? The Mediating Role of Open Innovation. *Journal of Open Innovation: Technology, Market, and Complexity, 7*(2), 130. https://doi.org/10.3390/joitmc7020130

Atasoy, R. (2020). The Relationship Between School Principals' Leadership Styles, School Culture and Organizational Change. *International Journal of Progressive Education, 16*(5), 256-274. https://doi.org/10.29329/ijpe.2020.277.16

Demirtaş, Ö., Bıckes, D. M., Yener, S., & Karaca, M. (2020). The Influence of Transformational Leadership in Organizations: The Mediating Role of Meaningful Work. *Journal of Economy Culture and Society, 6*(1), 153-172. https://doi.org/10.26650/JECS2019-0028

Diana, S. (2023). Nurturing Excellence: Leveraging Service Quality for Competitive Advantage in Islamic Boarding Schools. *Journal of Educational Management Research, 2*(1), 13-28. https://doi.org/10.61987/jemr.v2i1.280

Drigas, A., Papoutsi, C., & Skianis, C. (2023). Being an Emotionally Intelligent Leader through the Nine-Layer Model of Emotional Intelligence—The Supporting Role of New Technologies. *Sustainability, 15*(10), 8103. https://doi.org/10.3390/su15108103

Fouquet, S., & Brummer, K. (2023). Profiling the Personality of Populist Foreign Policy Makers: A Leadership Trait Analysis. *Journal of International Relations and Development, 26*(1), 1-29. https://doi.org/10.1057/s41268-022-00270-2

Islami, X., & Mulolli, E. (2020). A Conceptual Framework of Transformational Leadership as an Influential Tool in the Team Performance. *European Journal of Management Issues, 28*(1-2), 13-24. https://doi.org/10.15421/192002

Jena, L. K. (2022). Does Workplace Spirituality Lead to Raising Employee Performance? The Role of Citizenship Behaviour and Emotional Intelligence. *International Journal of Organizational Analysis, 30*(6), 1309-1334. https://doi.org/10.1108/IJOA-06-2020-2279

Kukah, A. S., Akomea-Frimpong, I., Jin, X., & Osei-Kyei, R. (2022). Emotional Intelligence (EI) Research in the Construction Industry: A Review and Future Directions. *Engineering, Construction and Architectural Management, 29*(10), 4267-4286.

Leventon, J., Abson, D. J., & Lang, D. J. (2021). Leverage Points for Sustainability Transformations: Nine Guiding Questions for Sustainability Science and Practice. *Sustainability Science, 16*, 721-726. https://doi.org/10.1007/s11625-021-00961-8

Lifuka, R. L., & Haricharan, S. J. (2024). President Mwanawasa's Transition to Transformational Leadership in Combating Political Corruption in Zambia. *SA Journal of Industrial Psychology, 50*, 2161. https://doi.org/10.4102/sajip.v50i0.2161

Lubbadeh, T. (2020). Emotional Intelligence and Leadership–The Dark and Bright Sides. *Modern Management Review, 25*(27), 39-50.

Mertler, C. A., Vannatta, R. A., & LaVenia, K. N. (2021). *Advanced and Multivariate Statistical Methods: Practical Application and Interpretation*. Routledge.

Morkevičiūtė, M., & Endriulaitienė, A. (2020). Explaining Work Motivation Through Perceived Transformational Leadership: What to Expect in a Sample of Female Employees?. *Gender in Management: An International Journal, 35*(6), 585-599. https://doi.org/10.7862/rz.2020.mmr.5

Mysirlaki, S., & Paraskeva, F. (2020). Emotional Intelligence and Transformational Leadership in Virtual Teams: Lessons from MMOGs. *Leadership & Organization Development Journal, 41*(4), 551-566. https://doi.org/10.1108/LODJ-01-2019-0035

Norman, E., Paramansyah, A., & Zaini, A. W. (2024). The Influence of Inspiring Leadership and Religiosity on Teacher Performance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam, 8*(2), 438-450.

Pongpaichet, S., Nirunwiroj, K., & Tuarob, S. (2022). Automatic Assessment and Identification of Leadership in College Students. *IEEE Access, 10*, 79041-79060. https://doi.org/10.1109/ACCESS.2022.3193935

Salas-Vallina, A., Alegre, J., & López-Cabrales, Á. (2021). The Challenge of Increasing Employees' Well-being and Performance: How Human Resource Management Practices and Engaging Leadership Work Together Toward Reaching This Goal. *Human Resource Management, 60*(3), 333-347. https://doi.org/10.1002/hrm.22021

Shafi, M., Lei, Z., Song, X., & Sarker, M. N. I. (2020). The Effects of Transformational Leadership on Employee Creativity: Moderating Role of Intrinsic Motivation. *Asia Pacific Management Review, 25*(3), 166-176. https://doi.org/10.1016/j.apmrv.2019.12.002

Sonmez Cakir, F., & Adiguzel, Z. (2020). Analysis of Leader Effectiveness in Organization and Knowledge Sharing Behavior on Employees and Organization. *Sage Open, 10*(1), 2158244020914634. https://doi.org/10.1177/2158244020914634

Sürücü, L., & Maslakçi, A. (2020). Validity and Reliability in Quantitative Research. *Business & Management Studies: An International Journal, 8*(3), 2694-2726. https://doi.org/10.15295/bmij.v8i3.1540

Taherdoost, H. (2021). Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects. *International Journal of Academic Research in Management (IJARM), 10*(1), 10-38.

Verawati, D. M., & Hartono, B. (2020). Effective Leadership: From the Perspective of Trait Theory and Behavior Theory. *Jurnal REKOMEN (Riset Ekonomi Manajemen), 4*(1), 13-23. https://doi.org/10.31002/rn.v4i1.2147

Wijaya, M. H., Khoir, A., & Zaini, A. W. (2022). Fostering Public Trust: The Transformative Leadership of School Principals. *Indonesian Journal of Education and Social Studies, 1*(1), 51-62. https://doi.org/10.33650/ijess.v1i1.3475

Zaini, A. W., Rusdi, N., Suhermanto, S., & Ali, W. (2022). Internalisasi Nilai-Nilai Pendidikan Agama di Sekolah: Perspektif Manajemen Pendidikan Islam. *Journal of Educational Management Research, 1*(2), 82-94. https://doi.org/10.61987/jemr.v1i2.39

Zhu, F., Wang, X., Wang, L., & Yu, M. (2021). Project Manager's Emotional Intelligence and Project Performance: The Mediating Role of Project Commitment. *International Journal of Project Management, 39*(7), 788-798. https://doi.org/10.1016/j.ijproman.2021.08.002.