

Emotional Intelligence and Transformational Leadership: A Review of Empirical Studies

Mubashir Majid Baba
Research Scholar,
Department of Management Studies
University of Kashmir
email id: mubashirbaba@rediffmail.com

Dr. Mushtaq Ahmad Siddiqi
Associate Professor,
Department of Management Studies
University of Kashmir
email id: mailmushtaq@kashmiruniversity.ac.in

Abstract:

Environment is undergoing great changes, and of these there are many changes which organisations/institutions cannot escape from and as such leaders have a main role to adapt these changes and overcome related challenges. It is the quality of leadership that can make a difference during these challenging times. Among other things, emotions have a tremendous influence on leadership and quality of decisions which gives rise to the concept of Emotional Intelligence (EI). Emotional Intelligence is all about teamwork, leadership, partnership and vision. The emotionally intelligent leaders help an organisation/institution to excel consistently in all these areas. An organisation/ institution which has an emotionally intelligent leader has productive, motivated, efficient and committed staff. It is also expected that leaders who are high on emotional intelligence are vital to organisational success; therefore, leader should have the ability to sense employees' feelings about their work environments, to intervene when problems arise and to manage their own emotions. The purpose of this paper is to review the various emotional intelligence models and the studies pertaining to the relationship between Emotional Intelligence and Transformational Leadership (TL). In total 24 empirical studies were reviewed which were selected keeping in view the different criteria laid down by the researcher. The paper has adopted review methodology by conducting a literature search concerning emotional intelligence and transformational leadership for the period 2000-2015. The results show that

most studies provide empirical support of the relationship between emotional intelligence and transformational leadership.

Keywords: emotional intelligence, leadership, transformational leadership

INTRODUCTION

The success of any organisation, largely, depends on human capabilities and competencies to identify the right objectives and choose the best possible alternative to attain the same. The quality of organisational performance largely depends upon the quality of decisions taken by the leader. In organisations, the main role of leaders is dynamic and inspirational where they inspire followers and stimulate their intellectual skills, enhance their capabilities and competencies enabling them to take right decisions and decide about appropriate ways and means to accomplish desired performance.

Environment is undergoing great changes, and of these there are many changes which organisations/institutions cannot escape from and as such leaders have a main role to adapt these changes and overcome related challenges. It is the quality of leadership that can make a difference during these challenging times. Among other things, emotions have a tremendous influence on leadership and quality of decisions which gives rise to the concept of Emotional Intelligence (EI). Emotional Intelligence is all about teamwork, leadership, partnership and vision. The emotionally intelligent leaders help an organisation/institution to excel consistently in all these areas. An organisation/ institution which has an emotionally intelligent leader has productive, motivated, efficient and committed staff. Emotional Intelligence is applicable to every human interaction whether in academics or business. An organisation/institution where people are emotionally intelligent can work together to maximum effectiveness. It is expected that leaders who are high on emotional intelligence are vital to organisational success; therefore, leader should have the ability to sense employees' feelings about their work environments, to intervene when problems arise and to manage their own emotions. Leader affects the followers' attitudes and behaviours towards accomplishing the stated goals. Some of the studies conclude that managers and leaders who can use their feelings and their knowledge beneficially will have certain advantages over those who cannot. Organisations need strong leadership for optimum effectiveness where it is essential to understand that leadership is considered the vital part of effective decision making and overall management.

Effective leadership is an important ingredient for an organisation's success, and therefore, the ability to identify and define effective leadership is vital. Technical expertise, superior performance, and established experience are no longer only standard of effective leadership. Effective leaders inspire, motivate, promote a positive work environment, understand, manage emotions, build bonds, so on and so forth. It is believed that emotional intelligence connects a leader's cognitive abilities with their emotional state. Therefore, the ability of a leader to recognise the impact of their own emotions on their decision making is of paramount importance to a leader to make sound decisions. In other words, a leader needs to read emotions of his/her peers and employees in order to be as effective as possible.

Emotional Intelligence abilities, capacities and skills have become important and inevitable almost in all works of life ranging from building teams, social skills, developing human potential and performance, and above all effective leadership. There has been a paradigm shift and a new kind of leader is needed. These changing organisational structures provide more opportunities for efficiency and effectiveness, challenging and rewarding work, and achievement of goals. New processes and procedures are being developed to cope with rising complexities. To be an effective leader, one needs to understand and skillfully manage his emotions and understand the emotional cues of others in order to be effective. Contemporary organisations need to realise the benefits of primal leadership by developing leaders who generate the emotional resonance that lets people flourish. Research findings indicate that attention to emotion-related aspects of working and learning environments, and a focus on strengthening the EI skills of individuals within these contexts, can contribute to more productive, supportive, and healthy professional experiences. "In many organisations, Intelligence Quotient (IQ) and technical competencies are no longer the benchmarks for successful leadership within the ranks of middle and upper management" (Stump, 2000). As discussed earlier, one variable that has recently gained much popularity as a potential underlying attribute of effective leadership is the construct of emotional intelligence (Sosik and Megerian, 1999). The advent of emotional intelligence phenomenon over the last few years has shaken traditional view of what it takes to be an effective leader. The competitive advantage of an organisation is its ability to build and capitalise on their 'emotional capital' and leverage its intellectual capital. Hence, it is not surprising that emotional intelligence is considered as an important aspect in a successful leader.

The present research attempts to look into the various models of emotional intelligence and the relationships among the variables under study in the existing literature. According to Gardner and Stough (2002), there has been relatively little empirical research examining the relationship between emotional intelligence in the workplace and effective leadership. Among the different leadership styles, we focus on transformational leadership in relation to EI because it is regarded as the most prevailing leadership style in recent research and practice (Carasco-Saul *et al.*, 2015). Transformational Leadership (TL) style is being considered as the most effective leadership style among all the styles. Transformational leadership has been the focus of much research since the early 1980s. Transformational leadership is part of the “New Leadership” paradigm (Bryman, 1992), which gives more attention to the charismatic and affective elements of leadership. Lowe and Gardner (2001) observed that one third of the research was about transformational or charismatic leadership. Bass and Riggio (2006) suggested that transformational leadership’s popularity might be due its emphasis on intrinsic motivation and follower development, which fits the needs of today’s work groups, who want to be inspired and empowered to succeed in times of uncertainty. Concisely the purpose of the article is to

- (a) take an overview about emotional intelligence and various models of emotional intelligence,
- (b) take an overview of essential information about transformational leadership,
- (b) extensively review empirical findings regarding the relationship between EI and TL, and
- (c) suggest implications for Practitioners.

METHODOLOGY

Various scholarly articles were identified using multiple databases that include Emerald Insights, Elsevier, Sage, Ebsco, Pro-Quest Education Journals etc. Other than these databases, Sci-hub, LibGen, Google Scholar, Researchgate etc. have been used to download the papers. With the research focus on the link between EI and TL, the keyword combination of “emotional intelligence” and “transformational leadership” was used to result in 148 articles found. Other than these keywords, databases were also searched by key words like ‘leadership, charismatic leadership, emotions’. There were such restrictions as peer-review, empirical study, and English publication, but no restriction was placed on publication dates considering the term “emotional intelligence” was coined by Salovey and Mayer in 1990. The articles published from 2000-2015 were covered that were pertaining to the relationship between emotional intelligence and

transformational leadership. Then, the titles and abstracts of the articles were reviewed to determine whether each study (a) focused on the relationship between EI and TL, (b) had a research methodology, and (c) examined empirical data measured by instruments designed for EI and TL. In the following stage, the studies whose abstracts provided vague descriptions of the research frameworks and measurements were reviewed in-depth for inclusion or otherwise. Those studies were excluded that were purely conceptual with no report of measurements. As a result of this staged review, 148 articles were obtained. All the abstracts of 148 articles were reviewed, out of which 24 empirical studies were chosen for further in-depth analysis based on the objectives laid down for the study.

EMOTIONAL INTELLIGENCE AND TRANSFORMATIONAL LEADERSHIP

Before investigating the relationship between EI and TL, it is essential to provide an overview of how EI and TL have been developed and defined by various authors.

Overview of EI and models of EI

Emotional Intelligence (EI) has its origin in the idea of “Social Intelligence,” which was first identified by E.L. Thorndike. Thorndike defined Social Intelligence as “the ability to understand and manage men and women, boys and girls – to act wisely in human relations” (Thorndike, 1920). Following Thorndike, Gardner (1983) proposed his theory of multiple intelligence which included interpersonal and intrapersonal intelligences that were closely related to social intelligence concept. Although Gardner did not use the term emotional intelligence, his ideas of interpersonal and intrapersonal intelligences provided the basis for the concept of emotional intelligence. Put simply, intrapersonal intelligence is the ability to manage one’s own emotions and interpersonal intelligence is the ability to manage the emotions of others as well as dealing with others. The credit for first usage of the term ‘Emotional Intelligence’ goes to Wayne Leone Payne. He used it in his doctoral thesis – ‘*A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire*’ in 1985 (Payne, 1985). Bar-On (1988) developed perhaps the first instrument to assess EI in terms of a measure of well-being. In his doctoral dissertation he used the term ‘Emotional Quotient’ (EQ). Later on he developed the ‘Emotional Quotient Inventory’ (EQ-I), (Bar-On, 1997).

In 1990, psychologists Salovey and Mayer (1990) first formally identified the term emotional intelligence and defined it as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this

information to guide one's thinking and actions". While many scholars have contributed to this topic, an influential emotional intelligence model developed by Goleman has received prominence. In the opinion of Goleman (1995) "Emotional Intelligence is being able to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathise and to hope". Cooper and Sawaf (1997) define Emotional Intelligence as "the ability to sense, understand and effectively apply the power of and acumen of emotions as a source of human energy, information, trust, creativity and influence". Goleman (1998) observes "Emotional Intelligence is the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships". Goleman (1998a) defined emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships" According to Bar-On (2000) "Emotional Intelligence is an array of non-cognitive capabilities, competencies and skills that influences one's abilities to succeed in coping with environmental demands and pressures". Boyatzis *et al.* (2000) refined Goleman's, 1998a emotional intelligence model from five dimensions (self-awareness, self-regulation, motivation, empathy and social skills) down to four (self-awareness, self-management, social-awareness and relationship management), to capture the full scope of emotional competencies.

Emotional Intelligence Models

Mayer-Salovey's Model

This model was developed by Salovey and Mayer (1990) and is also known as ability model. Salovey and Mayer viewed emotional intelligence as the "recognition and use of one's own and others' emotional states to solve problems and regulate behaviour", not the "general sense of self and appraisal of others".

Mayer *et al.* (2008) contended that emotional intelligence involved individual aptitude or intelligence and cognitive abilities. The model correlates more with cognitive abilities with than personality traits and centers on an individual's ability to interact within an environment (Mayer *et al.*, 2008; Cherniss, 2010; Stough *et al.*, 2009). The model has four key emotion components: perception, facilitation, understanding, and management- **Perceiving emotion:** represents an

individual's ability to detect and interpret the emotions of others as well as their own (Stough *et al.*, 2009; Muiya, 2009), **Facilitating emotion:** involves an individual's ability to control his or her own emotions to solve problems (Stough *et al.*, 2009; Muiya, 2009), **Understanding emotion:** represents an individual's ability to comprehend the way people combine, progress, and transition emotions with each other, **Managing emotion:** is the ability to situationally regulate emotions in self and others.

Goleman's Model of Emotional Intelligence

Building on the work of Mayer and Salovey (1997), Goleman (1995, 1998a, 1998b) has suggested that emotional intelligence comprises of 5 competencies. Each of the 5 competencies can greatly impact the manner in which an individual perceives and reacts to all types of organisational events and involves abilities that may be categorized into five domains:

a) Self-Awareness: This forms the keystone of emotional intelligence and refers to the ability to accurately recognise and express one's own emotions. This implies that the individual has a sound understanding of his emotions, strengths, weaknesses, needs and drives.

b) Managing Emotions (Self-Regulation): This element represents the second of Goleman's core competencies and involves managing one's internal states, impulses and resources (Goleman, 1995). This element of emotional intelligence, according to Goleman (1995) includes self-control, trustworthiness, conscientiousness, adaptability and innovation. It further involves self-monitoring which refers to an individual's ability to adjust his/her behaviour to external situational factors (Rozell *et al.*, 2001).

c) Motivating Oneself: This involves the control of emotional tendencies that guide or facilitate reaching goals (Goleman, 1995). Motivating oneself – as a component of emotional intelligence – refers to the drive and passion to work for reasons that go beyond money or status. It further refers to the propensity to pursue goals with energy and persistence.

d) Empathy: As the definition implies, empathy refers to the ability to understand the emotions of other people. Empathy enables an individual to treat other people according to their emotional reactions.

e) Handling Relationships (Social Skills): It is about managing emotions in others; social competence and social skills. Social skills lead to a proficiency in managing relationships,

building networks, finding common ground and building rapport. Social skills enable a person to move people in a certain desired position, whether it is agreement on a new strategy or enthusiasm about a new vision. Socially skilled people tend to have an ability to build rapport with people (Salovey and Mayer, 1990).

However Goleman revised his 1998 model and in 2001 he gave his revised model as shown in table 1. In this model, the original twenty-five competencies were collapsed into twenty, and the five domains into four.

Table 1: Goleman’s (2001) model of Emotional Intelligence

	SELF Personal Competence	OTHER Social Competence
RECOGNITION	<u>Self-Awareness</u> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	<u>Social Awareness</u> Empathy Service Orientation Organisational Awareness
REGULATION	<u>Self-Management</u> Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	<u>Relationship Management</u> Developing Others Influence Conflict Management Communication Leadership Change Catalyst Building Bonds Teamwork and Collaboration

Bar-On’s Model

In the Bar-On’s (1988, 1997) mixed model, both personality and emotion are pooled into non cognitive components and competencies. Intrapersonal skills, interpersonal skills, adaptability,

stress management, and general mood are the five components of Bar-On's mixed model (Bar-On, 1988; Bar-on, 1997; Stough *et al.*, 2009).

Bar-On's model contained the five subcomponents (Bar-On, 2006)- **Intrapersonal component (internal intelligence)**: self-regard, self-awareness, assertiveness, independence, and self-actualization, **Interpersonal component (external intelligence)**: empathy, social responsibility, and interpersonal relationships, **Adaptability**: reality testing, flexibility, and problem solving, **Stress management**: stress tolerance and impulse control, **General mood**: optimism and happiness (Stough *et al.*, 2009).

The focus of Bar-On's model is employee self-awareness and how employees understand and relate with each other in stressful situations at the workplace.

Transformational Leadership

Transformational Leadership (TL) style is being considered as the most effective leadership style among all the styles. Transformational leadership has been the focus of much research since the early 1980s. Transformational leadership is part of the "New Leadership" paradigm (Bryman, 1992), which gives more attention to the charismatic and affective elements of leadership. Lowe and Gardner (2001) observed that one third of the research was about transformational or charismatic leadership. Bass and Riggio (2006) suggested that transformational leadership's popularity might be due its emphasis on intrinsic motivation and follower development, which fits the needs of today's work groups, who want to be inspired and empowered to succeed in times of uncertainty. Transformational leadership changes and transforms people in various ways. This leadership is concerned with ethics, values, emotions, standards, and long term goals. It includes assessing followers' motives, satisfying their needs, and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership. The term transformational leadership was first coined by Downtown (1973). Its emergence as an important approach to leadership began with a classic work by political sociologist James MacGregor Burns titled Leadership (1978). In his work, Burns attempted to link the roles of leadership and followership. He wrote of leaders as people who tap the motives of followers in order to better reach the goals of leaders and followers.

Transformational leaders are able to empower followers and foster them in change. They always attempt to raise the consciousness in individuals. To create change, transformational leaders become strong role models for their followers. They have a highly developed set of moral values and a self-determined sense of identity (Avolio and Gibbons, 1988). They are confident, and they express strong ideals. They listen to followers and are not intolerant of opposing viewpoints. A spirit of cooperation often develops between these leaders and their followers. Followers want to emulate transformational leaders because they learn to trust them and believe in the ideas for which they stand. It is common for transformational leaders to create a vision and the vision emerges from the collective interests of various individuals and units in an organisation. The vision is a focal point for transformational leadership that gives the leader and the organisation a conceptual map for where the organisation is headed; it gives meaning and clarifies the organisation's identity. Furthermore, the vision gives followers a sense of identity within the organisation and also a sense of self-efficacy (Shamir *et al.*, 1993). Transformational leaders are effective at working with people. They build trust and foster collaborations with others. Transformational leaders encourage others and celebrate their accomplishments that results in people feeling better about themselves and their contributions.

RELATIONSHIP BETWEEN EI AND TL

The analysis of the chosen studies suggests that the results be classified into two distinct groups: (a) those that found a significant relationship between EI and TL and (b) the others that are skeptical about their relationship. In what follows, we provide a gist of each of the studies along with the samples, measuring instruments, and other details.

Barling *et al.* (2000) conducted a study on 49 managers and aimed at examining the relationship between leadership and emotional intelligence and concluded the following: Emotional intelligence was positively related to three components of transformational leadership (i.e. idealised influence, inspirational motivation, and individualized consideration) and contingent reward (a component of transactional leadership). The two leadership styles most unrelated to emotional intelligence were Laissez faire leadership and active and passive management-by-exception. The highest correlation was between emotional intelligence and inspirational motivation, which indicated that the emotional intelligence element of understanding emotions is mostly important in leadership effectiveness.

Similarly, a study carried by Palmer *et al.* (2001) observed the association between leadership and emotional intelligence in senior level managers. The results supported the existence of a strong relationship between transformational leadership and overall emotional intelligence. Sivanathan and Fekken (2002) carried out a study to explore the association of Emotional Intelligence and Moral reasoning to leadership style and effectiveness. The statistical sample comprised of 58 residence staff who assessed their Emotional Intelligence and Moral reasoning, 232 Subordinates who rated the residence staffs leadership behaviours and effectiveness and 12 residence staff's Supervisors who provided effectiveness ratings. Transformational leadership was found to be positively co-related to Emotional Intelligence and resident ratings of don effectiveness whereas transactional leadership was found to be negatively co-related with moral reasoning and positively co-related with supervisor ratings of don effectiveness. It was also found that leaders with high Emotional Intelligence were perceived by the residents to display greater transformational behaviours.

Likewise, an empirical study by Duckett and Macfarlane (2003) examined the association between transformational leadership and emotional intelligence of a group of retail managers within a small retail organisation operating from 21 stores in the United Kingdom. The results of this study demonstrate a relationship between success, emotional intelligence and transformational leadership.

Leban and Zulauf (2004), claim that there is minimal empirical research examining the relationship between emotional intelligence and effective leadership. They have thus embarked on a study to link emotional intelligence abilities to transformational leadership that provides data taken from real-world situations where project managers require leadership skills to do their job. The study addressed 24 project managers and their associated projects in six organisations from varied industries. Data collection instruments included use of the Mayer-Salovey- Caruso Emotional Intelligence Ability Test (MSCEIT) and the multifactor leadership questionnaire (MLQ) Form 5X. The results of the study showed that: There are a number of linkages between emotional intelligence abilities and transformational leadership style. Overall emotional intelligence and the ability to understand emotions were found to relate significantly with the inspirational motivation (provide challenge and a mutual understanding of objectives) component of transformational

leadership. In addition, the strategic use of emotional intelligence was found to relate significantly with the idealized influence (demonstration of high standards of conduct, self-sacrifice and determination) and individual consideration (provide support, mentoring and coaching while accepting follower's individual differences) components of transformational leadership. Finally, both the management-by-exception (failing to interfere unless problems become serious) component of transactional leadership and laissez-faire or non-leadership were found to have a significant negative relationship with the strategic emotional intelligence and understanding emotions component of emotional intelligence. Correlation studies run between the leader behaviour factors and the emotional intelligence factors showed significant relationships between components of all leader behaviour styles (transformational, transactional, and laissez-faire) and both strategic emotional intelligence and understanding emotions task. The results of this study provide further evidence that project managers use a transformational leadership style and emotional intelligence abilities to enhance actual project performance. In addition, the study shows that there are a number of linkages between transformational leadership style and emotional intelligence ability (Leban and Zulauf, 2004).

Butler and Chinowsky (2006) investigated emotional intelligence and leadership behaviour profiles of leaders in the construction industry on a sample of 132 leaders. The Bar-On EQ-i test was used to measure of EI and the MLQ 5x was used to measure transformational, transactional, and laissez-faire leadership. The results revealed that of the fifteen subscales of emotional intelligence were related to transformational leadership behaviour at a statistically significant level. Inspirational leadership was reported as the most commonly employed transformational behaviour.

Downey *et al.* (2006) examined the relationship between Leadership, Emotional Intelligence and Intuition on a sample of 176 female managers and the results revealed that managers displaying transformational leadership behaviours displayed higher levels of Emotional Intelligence and Intuition than managers displaying less transformational leadership behaviours. Polychroniou(2009) conducted a study to assess the relationship between emotional intelligence and transformational leadership in Greek Organisations comprising of 267 managers as participants selected on the basis of convenience sampling. The final results revealed that emotional intelligence components-Social skills, empathy and motivation were positively related

with transformational leadership thus increasing team effectiveness. Two major components of emotional intelligence (Self-awareness and Self-regulation) have been ignored.

Babelan and Rajabi (2009) conducted a study on the Heads of Departments and academic staff members and the sample selected for the study was 118. The empirically obtained results revealed that most of the members were highly satisfied about the leadership styles and performance of the Heads of Departments and further transformational leadership style was found to be more relevant among Heads. The relationship between transformational leadership style and emotional intelligence was found to be positive, negative between transactional leadership style and emotional intelligence but there was no significant relation between Laissez faire leadership style and emotional intelligence and researchers also suggested that Emotional Intelligence helps in predicting Leadership styles of the Heads of Departments.

Clarke (2010) carried out a study to determine the relationship between Emotional Intelligence and Transformational Leadership on a sample of 67 UK Project managers and found that Emotional Intelligence was significantly related with Idealised Influence and Individualised Consideration of Transformational Leadership.

Hur *et al.* (2011) examined whether transformational leadership acts as a mediator between emotional intelligence and team outcomes. Team outcomes as perceived by followers included: leader effectiveness, team effectiveness, and service climate. It was found that transformational leadership mediates the relationship between emotional intelligence and service climate but not between emotional intelligence and team effectiveness. Among the four dimensions of emotional intelligence namely Self emotion appraisal, Others emotion appraisal, Regulation of Emotion(of the self), and Uses of emotion to facilitate performance, it was found that Regulation of Emotion (ROE) was highly co-related with dimensions of transformational leadership. On the other hand, Esfahani & Soflu (2011) investigated the relationship between emotional intelligence and transformational leadership in physical education managers of Golestan state and the population of their study consisted of all presidents and deputies of provinces and districts physical education offices and general department of Golestan State physical education and a sample of 47. It was found that emotional intelligence and transformational leadership had a significant relationship. The results also revealed that personal considerations was the strongest predictive variable in transformational leadership and empathy was the strongest variable in emotional intelligence. The highest mean score in transformational leadership was found to be for

Individualized consideration and least for Intellectual Stimulation. Similarly for Emotional intelligence, the highest was for Social skills and least for Individual properties. Mwangi *et al.* (2011) analysed the significance of emotional intelligence on transformational leadership in four public Universities of Kenya and the sample was selected with the help of Stratified Random Sampling. The results revealed that emotional intelligence is significant in transformational leadership.

Fatima *et al.* (2011) conducted a study to examine the influence of emotional intelligence on transformational leadership style as well as the disparity with regard to gender in the hotel industry of Pakistan with the total sample of 238 who were managers. The objectives of the study were to examine the impact of emotional intelligence on transformational leadership style, to know the impact of facets of emotional intelligence on transformational leadership style and also to analyze differences in gender among emotional intelligence scores and transformational leadership style of managers. The results revealed that overall emotional intelligence and the facets of emotional intelligence i.e. appraisal and expression of emotions, regulation of emotions, and utilization of emotions co-related significantly and positively with transformational leadership style. It was also found that there was no significant difference between male and female managers on emotional intelligence, female managers were found to have more transformational leadership style.

Mustafa & Abbasi (2012) conducted a study on 345 faculty members from 20 Universities to examine the relationship between Emotional Intelligence and Transformational leadership in Higher Education sector of Pakistan and the type of sampling used was Simple Random Sampling technique. The results of the study revealed that Emotional Intelligence is significantly related to Transformational Leadership and more specifically Self-awareness and Motivation play an important role in developing transformational leadership in higher education sector of Pakistan. Lam & Higgins (2012) investigated the mediating role of transformational leadership style between managers emotional intelligence and various employee outcomes in china comprising of 323 participants which included both managers as well as sub-ordinates. The results revealed that transformational leadership style mediates the relationship between managers emotional intelligence and employee job satisfaction(outcome) and it was also found that no mediating effect of transformational leadership style was found on the relationship

between managers emotional intelligence and other employee outcomes-employee performance, organisational commitment and Job stress. Further the study also revealed that emotional intelligence has a great influence on the development and maintenance of transformational leadership.

Ying and Ting (2012) conducted a study to determine the relationship between emotional intelligence and transformational leadership in institutions of higher learning in Malaysia and the data was collected from lecturers in order to know their perception towards academic heads emotional intelligence and the outcomes of transformational leadership. The final results revealed that transformational leadership outcomes and emotional intelligence outcomes co-related significantly and it also demonstrated that academic heads with high emotional intelligence resulted in higher level of satisfaction among lecturers and also the heads with high emotional intelligence resulted in extra effort from lecturers.

Mirza and Redzuan (2012) conducted a study to examine the relationship between principal's emotional intelligence and leadership styles on a sample of 268(male=126, female=142). The final results revealed that there was a significant relationship between emotional intelligence of principal's and their leadership styles and further they found higher the level of emotional intelligence, the more it is linked with transformational leadership style. Transactional and Laissez-fair type of leadership were not positively associated with emotional intelligence.

San Lam and O'Higgins (2013) examined a correlation between EI and TL with data from 50 managers and 273 employees across two Chinese construction companies. Using the MLQ and the Wong Emotional Intelligence Scale (WEIS) developed by Wong et al.(2004), tailored to the Chinese context (San Lam & O'Higgins, 2013), and designed to measure four dimensions of EI (self-awareness, self-management, social awareness, and relationship management), the authors found that there is a positive correlation between EI and TL in a Chinese context.

Sumathy *et al.* (2015) carried out a study to explore the impact of emotional intelligence on Leadership and his decision making skills of the leaders. The result indicated that there is association between the level of emotional intelligence and the decision making. Further, the results indicated that emotional intelligence had highly influenced the transactional leader's decision making than the transformational leader's decision making. The participation dimension in decision making highly influenced the transformational leader's decision making

and felt accountability influenced the transactional leader's decision making. In both the type of leaders, decision making was more influenced by the empathy dimension of emotional intelligence.

Despite some variance in discrete TL components related with EI, measuring instruments, and sample sizes and research contexts, the 20 studies overviewed above provide convincing empirical evidence that EI is positively related to TL.

Disbelief Regarding the EI–TL Relationship

The following four studies are skeptical about the relationship between EI and TL.

Barbuto and Burbach (2006) explored the relationship between emotional intelligence and transformational leadership among 80 elected community leaders and 388 direct report staffers working with them in the United States. The results showed that the emotional intelligence of the leaders shared significant variance with self-perceptions and rater perceptions of transformational leadership and the results also supported the predictive value of emotional intelligence in antecedent leadership field research. In conclusion, Barbuto and Burbach argued that these findings weaken the claim that EI is correlated with TL.

In another study, Harms and Crede (2010) determined whether emotional intelligence is significantly related to transformational and other leadership behaviours and concluded that moderate relationship existed between emotional intelligence and transformational leadership behaviours and emotional intelligence was positively related with contingent reward behaviours but was negatively related to management by exception or laissez faire leadership behaviours.

Cavazotte *et al.* (2012) examined whether the leader's EI level is positively related to TL behaviours. The data were collected from 134 team managers and their employees in a large Brazilian energy company using WLEIS and MLQ-5X. The researchers found a significant EI–TL relationship when EI was considered alone, but no significant relationship when ability and personality elements were factored in. At the same time, the authors were concerned about the discriminant validity of the EI measurement, arguing that many EI factors could be explained by cognitive intelligence and personality traits. Acknowledging the possible bias of their findings due to the measurement issues, Cavazotte *et al.* recommended that future researchers should use ability-based measurements to mitigate the possibility. Likewise, Shirazi *et al.* (2013) found that there was no significant correlation between emotional intelligence and transformational

leadership and also no significant correlation was found between emotional intelligence and transactional leadership style. Demographic factors did not had any significant impact on emotional intelligence.

DISCUSSION AND CONCLUSION

This research examined a total of 24 articles focused on the relationship between EI and TL. These studies were conducted across countries like United States, United Kingdom, Brasil, Malaysia, China, Kenya, Pakistan. The data were gathered from various industries, including public-service providers, university staff, school staff, retailing staff, medical staff, education managers, private companies, construction industry, greek organisations and various other international organisations. This wide range of research settings could serve as a solid ground for reliability and generalizability of the research findings. Overall, the findings are divided into two groups. One group of 20 studies provides evidence that EI is a critical contributor to TL behaviours, with variances in identifying subfactors of EI and TL that further explicate the EI–TL relationship. Among the TL subfactors, for instance, some researchers found inspirational motivation to be most significantly correlated with EI (e.g., Barling *et al.*, 2000). Despite this room for continued investigation, the results of this dominant group of studies provide empirical support of leveraging EI for leadership development. On the contrary, the other group which comprised of 4 studies adopted a skeptical stance about the relationship. In particular, these studies commonly pointed out the problem with EI measures and emphasized the need for more valid and reliable assessment tools. Not fundamentally denying the EI–TL relationship, they suspect that the relationship is overstated by the proponents of EI. With all these findings and interpretations, the present research offers the practitioners a comprehensive understanding of the EI–TL relationship and suggests implications for practice and research.

IMPLICATIONS FOR PRACTITIONERS

The results obtained from the present study have certain significant implications. *First*, it contributes to the body of existing literature. *Second*, if different organisations/institutions want to excel, attention must be given to developing programs for the leaders emotional intelligence competency and transformational leadership. Infact monitoring emotional intelligence among leaders trigger transformational leadership and consequent quality decision making.

Third, this study shows that emotional intelligence could predict transformational leadership. More importantly, developing leaders emotional intelligence competency is paramount in order to increase their transformational leadership behaviour. Besides, leaders who are involved in social interaction need emotional intelligence competency to work effectively in a social setting. Therefore, developing the emotional intelligence competencies might help the leader to improve work performance, such as, maintaining high standards in the organisation/institution. Within dynamic market environment leaders who have been able, to identify their own emotional intelligence and the emotional intelligence of others will be better placed to lead and take effective decisions. In this context, the recruitment and selection process would become the first step in the assessment of emotional intelligence and transformational leadership style in addition to various demographic variables.

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