

ASSESSING THE TRANSFORMATIONAL LEADERSHIP BEHAVIOR: IN PERSPECTIVE OF CONSTITUENTS OF THE EMOTIONAL INTELLIGENCE

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ABSTRACT

It has been extensively revealed by the Transformational leadership behavior that the performance given by followers exceeds beyond the average level when their leader stimulates them by leading and behaving as a transformational leader. Leadership can be polished through getting knowledge of emotions. This paper has elaborated the effect of Constituents of Emotional Intelligence on the Transformational Leadership Behavior of a teacher in the class being playing the role of a leader where students were considered as followers.

Purpose: This paper aims to investigate whether there exist any positive relationship between the Constituents of emotional intelligence and transformational leadership behavior. Although the four Constituents presented by Wong and law have been studied before but they were studied at organizational level. This study explored about these relationships at secondary school teacher level, whether they behave as transformational leader in class or not. Also, the impact of high emotional intelligence of the teacher having ability to be aware of self-emotions of the teacher himself, the emotions of his/her students, the use and management of those emotions recognized by him / her and at the end the ability to regulate those emotions puts a positive impact on transformational leadership behavior of that teacher.

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Research Design/methodology: The cluster sampling was used to distribute questionnaires among secondary schools of Quetta city to collect data from 250 respondents. Among 250 respondents, teachers and students were selected through the simple random sampling to examine how being leader teachers' emotional intelligence ability influenced the performance of transformational leadership behaviour. Through multiple regression and correlation analysis the results were examined.

Findings: Results provided evidence that Constituents of Emotional Intelligence positively predicted behaviour of transformational leaders. The study provided realistic support for the contribution of emotion recognition of ones' own emotions, other's emotions, the way he/ she uses and manages those emotions and how he / she regulates those emotions for performing transformational leadership behaviour.

Research implications/limitations: The study would contribute to knowledge and would increase the level of awareness. The more essential concern is with reference to secondary school teachers of government schools in specifically Quetta city as they are the building blocks of any nation. Hence, this study starts from the foundation from where leadership behaviour should start to transform.

Practical implications: The education department could better utilize its work force when it will be able to aware of the importance of transformational leadership behavior and the level of emotional intelligence of its teachers, which ultimately impacts students' learning and every activity performed by them. Many other factors other than Emotional intelligence may affect transformational leadership behavior which are left for future research. Self-report as well as others reported data is a strength of this study while sample size can be the possible limitation.

Originality/Value: There is no study that explains the transformational leadership behavior of teachers with reference to the effect of Constituents of Emotional Intelligence on it in the Quetta city, at secondary school level, even not in Pakistan. Therefore, it was a dire need to study this subject that could help teachers better understand and educate their students.

Keywords: Transformational Leadership Behavior, Emotional Intelligence, Constituents of Emotional Intelligence

INTRODUCTION

This paper elaborates the relationship between Emotional Intelligence and Transformational Leadership Behavior in perspective of four Constituents of Emotional Intelligence. The study deals with behavior of the teacher being played the role of Transformational Leader in the classroom with students and makes them not only the learners but also their followers in order to make them future transformational leaders. Leadership is defined to be “eliciting collective behavior from others in pursuit of a goal to be achieved” (McCall, 2002; p.133). Whereas MacGregor(1978) first introduced the concept of Transformational Leadership Behavior as “transforming leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation” (p.178). In the relationship with transformational leadership behavior, broadly defining the Emotional Intelligence as the capability to recognize emotion, incorporate emotion to expedite thought, understand emotions, and to regulate emotions in order to encourage personal growth (Mayer & Salovey, 1997).

To find the transformational leader in any organization is not an easy task, but when it comes to the secondary school teacher it is more or less impossible for the administrators to find such teachers who could be able to perform as transformational leadership behavior in the class with students. This study gives an idea and creates a concept among the regulating bodies of the education department in Quetta city to consider the teacher as a transformational leader that can make the secondary school students, the building blocks of this nation, future transformational leaders. No one has ever studied the constituents of Emotional intelligence with reference to the secondary school teachers being performing the transformational leadership behavior. Therefore, the study results might contribute in increasing the knowledge as well as escalate awareness. Emotional intelligence and Transformational Leadership Behavior are both rising subjects today as they are considered to be essential to develop and grow an organization. When the teacher performs transformational leadership behavior he gets closer to his/ her students and have a stronger student teacher relationship which creates a bond between them, which ultimately leads them toward success in the form of learning and becoming more productive and skillful. A teacher who performs as a transformational leader in class, by changing his/her

attributes in order to bring change and increase motivation in his/her students for better learning, may produce future transformational leaders than an ordinary teacher who just enter the class, teaches the lesson and comes out thinking he/she has achieved his/her goal.

LITERATURE

When Transformational Leadership is corroborated in its true form then it can truly bring the change while also achieving the high morale, better performance, and of course more motivation in followers. A lot of research has been made on Emotional Intelligence as well as on Transformational Leadership Behavior. That means there is a significance importance of studying this subject.

Transformational leadership behavior: At present organizations are accruing the blend of workforce thus increasing the importance of leadership as well (Sparks, Faragher, & Cooper, 2001), while increasing morale and satisfaction level in subordinates the behavior of a transformational leader plays a critical role (Shibru & Darshan, 2011). This approach places an optimistic impact on followers' behavior (Al-Swidi, Nawaw, & Al- Hosam, 2012).

Emotional intelligence: Emotions refers to feelings which arise from one's circumstances, frame of mind, or relationships with people around him/her and Intelligence defined to be the capability to acquire knowledge and skill. The collective meanings of

Emotional Intelligence thus becomes handling interpersonal relationships rationally and sympathetically by being capable to be aware of one's own emotions, others emotions, managing emotions, and regulating them. Emotional Intelligence combines an individual's intrapersonal and interpersonal intelligence (Gardner, 1993).

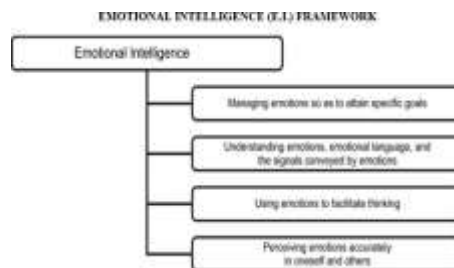


Fig. 1

Source: Bapna, Shrivastava, & Chitnis, (2011). Role of Emotional Intelligence on the Performance of Employee Working in Service Sector. *International Journal of Multidisciplinary Research*, 1(8), 62-72.

Constituents of Emotional Intelligence: Emotional intelligence have four Constituents i.e. 1) understanding own emotions 2) understanding others emotions 3) using and managing emotions 4) regulating emotions“(Mayer, Salovey, Caruso, and Sitarenios, 2003, p.83). Ashkanasy and his colleagues (2002) argued that the Constituents of emotional intelligence are highly consistent with transformational leadership behavior.

Relationship of Transformational Leadership Behavior with Constituents of Emotional Intelligence: Every individual uses different abilities to understand and predict the behavior of their own as well as other people hence they could resolve the organizational as well as personal issues in a better possible way.

That ability creates a relationship between transformational leadership behavior and constituents of emotional intelligence. “Emotional intelligence refers to an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them” (Mayer, Caruso, and Salovey, 1999: p.267). The four constituents of emotional intelligence can be described while talking about emotions (Mayer et al., 2003) that was: First one, ability to identify emotions means recognizing self-emotions, secondly the ability to build emotional thinking about others, the third one was using and the emotions’ management ability, and the fourth one was ability of regulating those emotions. This hierarchy of abilities regarding emotions showed a flow that was really perfect enough when talking about ones’ emotional intelligence, that means, first of all the leader perceives and recognizes his / her own emotions, then others, after that manages to use those emotions, and lastly he/she becomes able to regulate his/her own emotions as well in order to achieve a common goal with followers (Mayer et al., 2003). The emotional intelligence has the Constituents which were highly consistent with that of transformational leadership behavior (Ashkanasy, 2002). For behaving as transformational leader it is important to have the ability to perceive emotions i.e. “Transformational leaders are sensitive to followers' needs...they show empathy to followers, making them understand how others feel” (Ashkanasy,Tse, 2000: p.232). Ashkanasy and his colleagues (2002) argued that the Constituents of emotional intelligence were exceedingly consistent for performing transformational leadership behavior. Thus there exist a positive and constructive relationship between Emotional Intelligence

Constituents and Transformational Leadership Behavior, so we worked on 4 hypothesizes which are as follows:

H1: Understanding own emotions positively effects transformational leadership behavior.

H2: Understanding others emotions positively effects transformational leadership behavior.

H3: Using and managing emotions positively effects transformational leadership behavior.

H4: Regulating emotions positively effects transformational leadership behavior.

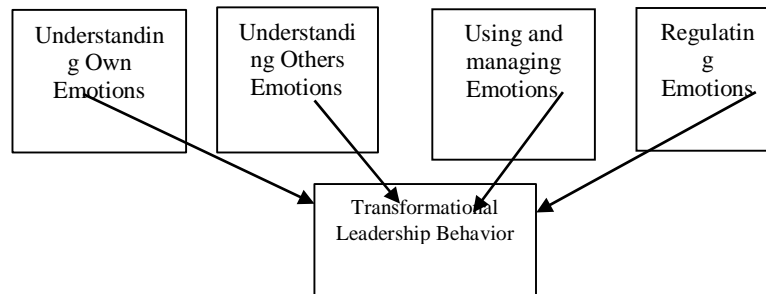


Fig. 2: Conceptual Framework.

METHODOLOGY

For this study target population was teachers of secondary schools of the Quetta city where we collected data from the overall 250 participants, where the self-rated questionnaire was distributed among the teachers of secondary schools of education department in Quetta city, while others rated questionnaire was distributed among the students to rate their class teacher who plays the role of transformational leader in their class. The schools were selected through cluster sampling where four clusters were formed by education department, and the data was obtained from district education office Quetta regarding the cluster where we got four clusters namely 1) Chiltan, 2) Quetta, 3) Zarghoon, and 4) Punjpai. Two clusters were selected which have secondary schools that's is Chiltan and Zarghoon. Participants were selected from those clusters through simple random sampling. We used multiple linear regression to analyze the strength of association between dependent and independent variable, and among all variables, also to assess that to what extent there exists variance in dependent variable that was enlightened by independent variable. Because all the assumptions of multiple regression analysis met in our data therefor it was appropriate to use

this statistical tool to examine the relationships in current study. The Correlation was used to find if there exist positive relationship between our dependent and independent variables. Cronbach's alpha reliability test was used to check the scale reliability.

Measures: Multifactor Leadership Questionnaire (MLQ) was used which was designed by Podsakoff (Podsakoff, MacKenzie, & Bommer, 1996). 27 items' scale was used to measure Transformational Leadership Behavior through Multifactor Leadership Questionnaire. The Emotional Intelligence Questionnaire developed by Wong & Law (2002), was used to measure self-reported Emotional Intelligence test with 16 items scale. Here the respondent's self-rating begin and is given a 5 point Likert type scale where 1="Strongly Disagree" and 5="Strongly Agree" and also there is a neutral point between these two extremes. The self-assessment questions were mainly concerned with that the respondent knows what he/she feels about him/her and others' emotions. Is he/she able enough to recognize and understand the emotions or not. Four subscales used to measure the constituents of emotional intelligence which covers the questions for understanding own emotions as "Are you aware of your own emotions?", for understanding others emotions as "Are you aware of other's emotions?", for using and managing emotions as "Are you good at using emotions?", and for regulating the emotions as "Are you good at regulating/managing your emotions?" (Wong & Law, 2002) were used on a Likert type scale where the respondents were asked to rate to what extent they feel themselves good at understanding these emotions.

RESULTS

To measure the degree and direction of relationship between Transformational Leadership Behavior and constituents of Emotional Intelligence, the correlation analysis was computed through SPSS. The results of Table.1 suggests that first column shows that other variables were positively and significantly correlated with Transformational Leadership Behavior (TLB) that is all four constituents. It was indicated by the correlation matrix that large correlations exists between Regulating Emotions (.49) and Transformational Leadership Behavior and all other variables were also significantly correlated with Transformational Leadership Behavior. Our Independent variables were highly correlated with each other; that is, Understanding Others Emotions and Regulating Emotions (.48).

TABLE 1
Descriptive statistics, Reliability Coefficients, and Correlations a, b

		Mean	S.D.	1	2	3	4	5
1	TLB	3.43	.42	(.72)				
2	EIA	4.43	.37	.32**	(.87)			
3	EIB	4.10	.44	.38**	.45**	(.82)		
4	EIC	4.01	.39	.46**	.44**	.29**	(.83)	
5	EID	3.49	.48	.49**	.28**	.48**	.04**	(.88)

**p<0.01

N = 250. Internal consistency reliability coefficients (alphas) appear on the diagonal.

TLB=Transformational Leadership Behavior, EIA=Understanding own emotions, EIB=Understanding others' emotions, EIC=Using and managing emotions, EID=Regulating emotions

The value of R square was .682 which stated that 68.2% of variance was in Transformational Leadership Behavior. The results displayed in Table. 2 suggests that constituents of Emotional Intelligence predicts significant and positive relationship with Transformational Leadership Behavior ($r = .83$, $p < .01$). Here Understanding Own Emotions ($\beta=.59$, $p<.01$) shows that this constituent is significantly and positively predicted the behavior of the transformational leader which supports our first hypothesis, subsequently Understanding Others' Emotions ($\beta=.19$, $p<.01$) also impacts positively on the performance of transformational leadership behavior supporting the second hypothesis. The third hypothesis was highly supported by the results of the third constituent of emotional intelligence that is Using and Managing others' emotions ($\beta=.65$, $p<.01$) which was highly significant and positively predicting the transformational leadership behavior of the teacher, while Regulating the emotions ($\beta=.54$, $p<.01$) was also related positively with good significance to the behavior of transformational leader, thus supporting the fourth hypothesis. Therefore, all the said hypothesizes were supported by our results in the current study. The big absolute t and small p value suggested that there is a large impact of predictor variable on criterion variable which means that constituents of Emotional Intelligence, when combined, largely impacts the transformational leadership behavior.

TABLE 2
Coefficients Variables resulting from Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.(p)
		B	Std. Error	Beta	t	
1	(Constant)	3.79	.26		14.82	.000
	EIA	.95	.07	.59	13.63	.000
	EIB	.11	.04	.19	4.29	.000
	EIC	.49	.03	.65	15.75	.000
	EID	.35	.03	.54	12.97	.000
	R	.83**				
	ΔR2	.68**				
	F Change	131.44**				
	n = 250					

Note. Dependent Variable: Transformational Leadership Behavior

**p < .01

DISCUSSION

Emotional Intelligence is considered to be a major criterion while talking about Transformational Leadership Behavior (Bass, 1995). Therefore, Emotional Intelligence should be treated as the high priority element while measuring the transformational leadership behavior of teachers. As far as understanding others' emotions or to which we can say social awareness is concerned, it creates a direct impact on the behavior of teacher as transformational leader because he/she should deal with emotions of students being their followers. The results of this study were aligned with that of Grover (2003) which were, Understanding own emotions helps teachers to make decisions and overcome the gaps in their teaching skills, which encourages skills development (Grover, 2003). The ability of a transformational leader to use and manage others' emotions allow him/her to handle the diverse workforce (Steele, 1997). Goleman (1998) also found that it was an essential tool to understand others' emotions, whereas in our study the results revealed the same finding which ultimately authenticates the research findings. Understanding others' emotions ultimately leads towards problem solving, motivation, and better performs. In order to help followers to manage their emotions, it is essential to keep one's own emotions. To help others to manage their emotions, it is crucial to keep one's own emotions controlled, knowing how to control and relax a person who is out of control in his emotions, be a sympathetic listener and assist with planning of goals and their implementation. Basic on constituent of

emotional intelligence is understanding and handling other's emotions (Goleman, 1998). Our findings for an interaction between understanding others' emotions and regulating those emotions along with emotional management supports previous theories that to bring growth, empowerment and change in follower it is essential to perform the transformational leadership behavior.

CONCLUSION

The more a teacher is emotionally intelligent the more he performs transformational leadership behavior. Though, Emotional Intelligence is not new but it can be used in the new ways to achieve a better workforce and get better future leaders from school level. This goal can only be achieved if the teachers will perform the transformational leadership behavior in their classes. Understanding own emotions, understanding others' emotions, then using those emotions and managing them while regulating the own emotions gives the transformational leader strength to lead future leaders towards a common good for the students, for the institutes, and for the country ultimately. According to our results all the hypothesis were accepted and there was a significant positive relationship between these four constituents of Emotional Intelligence and transformational leadership behavior. That displays , when transformational leader achieves that level of emotional intelligence where he/she could recognize his own as well as others emotions and he/she becomes able to use and manage along with regulating his/her own emotions, he becomes able to control himself, his temper, his moods, and he/she becomes able to control others emotions, their temper, and their moods and he/she could be able to use those emotions, then he becomes a real transformational leader and can bring the revolutionary change in the performance of his/her followers. And teacher is the person who can bring that revolution from the base and foundation of the country that is students of secondary schools. Though this study has favorable and good results enough to strengthen the literature and increase the knowledge such as multiple use of data, the 360 degree evaluation of teachers from their students was used, others rated data was collected for authenticity of the results and to lesser the biasness, but few of the limitations need to be addressed. First, this single organization that is Education department and within that only secondary school teachers were selected as leaders. In future more departments and organization could be considered to enhance the study. Sample size may be another limitation. Though the rate of students

participation was not that much perfect but somehow it was dependable with rates in former research (Bono & Judge, 2003) and it does not denote that there exist nonresponse error (Krosnick, 1999). Along with constituents of Emotional Intelligence many other variables could affect Transformational leadership behavior, they might be considered by future researchers. Both individual and circumstantial variances and contextual differences can be perceived so that better performance could be achieved of transformational leadership behavior. The studies related to this may provide an ultimate support to organizations who look towards increasing the universality of transformational leadership behavior.

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