International Journal of Asian Social Science

Asian Economic and Social Society
www.aessweb.com

Emotional Intelligence and Transformative Leadership Style of Principals in High Schools

Ijaz Ahmad Tatlah (Affiliation: School of Social Sciences and Humanities, Department of Education University of Management &Technology, C-ii Johar Town Lahore, Pakistan)

Tahseen Mehmood Aslam (Affiliation: Chair Person Technology Education, Institute of Education and Research University of the Punjab Lahore, Pakistan)

Emotional Intelligence and Transformative Leadership Style of Principals in High Schools

Author (s)

Ijaz Ahmad Tatlah

Affiliation: School of Social Sciences and Humanities, Department of Education University of Management &Technology, C-ii Johar Town Lahore, Pakistan.

E-mail: tatlah333@yahoo.com

Tahseen Mehmood Aslam

Affiliation: Chair Person Technology Education, Institute of Education and Research University of the Punjab Lahore, Pakistan.

E-mail:tahseenaslam@hotmail.com

Abstract

Considering the importance of human resource development goals of today's Schools and organizations, to address the patterns and techniques necessary for understanding and guiding staff is one of the most effective methods and guidance, familiarity with topics and transformative leadership styles and management practices is the transformative leadership style and management skills. The purpose of the present research as a descriptive-correlative research was to study the relationship between emotional intelligence and transformative leadership style of Principals who work in Secondary education. So five components include Self-awareness, Self-regulation, Motivation, Empathy and Social skills and four styles of transformative leadership Inspirational. Principals have high EI (Emotional Intelligence) focus their efforts to create enthusiasm in their team with abundant energy and refer others to move forward. A principal's skill in the area of human relations, decision-making, control of subordinates and conflict resolution are indicators of transformative leadership traits and behaviors. Effective leaders will support and encourage staff to model behaviors promoting collegiality and a professional working environment.

Keywords: Emotional Intelligence, Transformative leadership, Empathy, Inspirational Motivation, Intellectual Stimulation

JEL Codes: C11, J12

Introduction

Most of the earlier theories have summarized intelligence as an educational ability and have focused on achievement talent. But, today there is a belief that some of the individual's non-intelligence characteristics such as being emotional,

conscientious, having moral sensitivity and transformative leadership ability were mentioned as a separate dimension of intelligence. Many research studies dealing with defining intelligence, set forth that intelligence comes to existence through reciprocal effects of intelligence and non-intelligence characteristics, which include environmental skills which are to a great extent responsible for development and change in the present world. In 1972 federal definition of intelligence was beyond the cognitive ability so that transformative leadership ability was mentioned as a separate and independent model of intelligence (Young Lee,2006). EI has been identified, through the popular press and some researchers as that critical element needed for effective transformative leadership. In other Hand, transformative leadership, considered one of the most recent approaches to the investigation led to the country's few. Theory of transformative leadership style a theoretical framework is transformative in the world, which has been proposed by Burns (1978) and Bass (1985).Burns stated in 1990, stating that leaders can use behavioral characteristics of transformative leadership, the performance of their followers than expected.

The challenge with these standpoints is twofold, (1) the study of transformative leadership and what makes leaders effective has been found to be much more complicated than a single dimension like EI; and (2) organizations have incorporated many of these EI beliefs into their work systems and performance expectations without researching what some authors claim is true and achievable (Salovey, 2003). The study of transformative leadership, its effectiveness and its impact on organizational performance is a key interest to HRD (Human Resource Development) scholars. On this basis, in this paper we review the literature on the EI and transformative leadership Style and We Survey the relationship between them and Principals in High schools.

Transformative Leadership

Accomplishing the kinds of changes needed to integrate EI into secondary schools requires transformative leadership: leadership that is willing to realign structures and relationships to achieve genuine and sustainable change. Although there are more elements of transformational leadership than we can elaborate here, we can describe some key aspects derived from education research and stories of successes (Bencivenga & Elias, 2003; Devaney et al., 2006; Elias & Arnold, 2006; Elias, Arnold, & Hussey, 2003).For bringing major changes, transformational leaders must consider the following four styles.

Inspirational Motivation; The foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members. Their vision is so compelling that they know what they want from every interaction. Transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment.

Intellectual Stimulation; Such leaders encourage their followers to be innovative and

creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. The leaders focus on the "what" in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective.

Idealized Influence; they believe in the philosophy that a leader can influence followers only when he practices what he preaches. The leaders act as role models that followers seek to emulate. Such leaders always win the trust and respect of their followers through their action. They typically place their followers needs over their own, sacrifice their personal gains for them, ad demonstrate high standards of ethical conduct. The use of power by such leaders is aimed at influencing them to strive for the common goals of the organization.

Individualized Consideration; Leaders act as mentors to their followers and reward them for creativity and innovation. The followers are treated differently according to their talents and knowledge. They are empowered to make decisions and are always provided with the needed support to implement their decisions. Overall, research shows that the four factors of transformative leadership Inspirational the two styles Inspirational Motivation and Intellectual Stimulation are of most important factors related to the field of education.

Theoretical Background
Studies Alon and Higgins (2006) show that the fact that emotional intelligence (EQ), analytical intelligence (IQ), and transformative leadership behaviors are moderated by cultural intelligence (CQ) in the formation of global transformative leadership success. In their study of the relationship between emotion and Transformative leadership, Gardner, Fischer, and Hunt (2009) reviewed the literature of emotional labor and authentic transformative leadership and identified three categories of leader emotional displays: surface acting, deep acting and genuine emotions. "The consistency of expressed leader emotions with affective display rules, together with the type of display chosen, combines to impact the leader's felt authenticity, the favorability of follower impressions, and the perceived authenticity of the leader by the followers. They also explored the influence on leader emotional labor of contextual dimensions of the environment, including the omnibus (national and organizational culture, industry and occupation, organizational structure, time) and discrete (situational) context.

Goleman and his colleagues (2003) examined the relationship between EI and effective performance, especially in leaders. They observed to what degree emotional intelligence manifests itself in the work place. Alavishad (2010) research was designed to determine which personal capabilities drove outstanding performance. He grouped the skills into three categories: skills, cognitive skills, and competencies demonstrating EI. His data revealed dramatic results. Cherniss (2010) states, "My analysis showed that EI played an increasingly important role at the highest levels of the company".

McKee (2002) posited that leaders use EI to develop relationships that are in-sync with their organization by forming "emotional bonds that help them stay focused even amid profound change and uncertainty." Essentially, the Teachers of the future will need to be attuned to the big picture, and be able to think conceptually as they transform the organization through people and teams. They will also need to possess strong interpersonal skills, be able to get along with others, and exercise high levels of intelligence and energy. Fullan (2009) emphasized that "emotionally intelligent leaders are aware of their own emotional makeup, are sensitive and inspiring to others, and are able to deal with day-to-day problems as they work on more fundamental changes in the culture of the organization".

School leaders are faced with an abundance of issues when they assume a transformative leadership position, second only to high expectations for systemic and transformational change in the school system.

Meyerson, Orr and Cohen (2007) presented in their report, Preparing School Leaders for a Changing World, key components necessary for exemplary principal preparation programs. The recommendations proposed in these reports are valid, but equally important is the balance of training in the area of EI for an educational leader's success in becoming a change agent for the improvement of instruction. As defined by Goleman(2004), EI is the ability to lead, recognizing four emotional areas: self-awareness, self-management, social awareness, and relationship management, each having specific characteristics. These four cluster areas focus on identified traits, behaviors and characteristics of successful leaders. Research has identified additional areas including organizational and management skills, shared values and beliefs, collegiality, and staff building. In each of these areas EI is a common theme.

Marzano (2003) highlights three principles for effective leaders. The first revolves around the principal functioning as a strong cohesive force; the second is to provide strong guidance while demonstrating respect; and the third principle is characterized by specific behaviors which enhance interpersonal relationships. Principle three further establishes three characteristics of importance: optimism, honesty, and consideration. Optimism increases teachers' self-esteem and motivation. "Honesty is characterized by truthfulness and consistency between words and actions".

Hausman, Crow, and Sperry (2005) contend, "Their actions are congruent with their values." The authors continue stressing the need for the leader to understand their needs and emotions as well as their strengths and limitations. "The ideal Principals must focus intensely on their interpersonal skills, capacity to read and adjust to the environment, and the ability to understand and cope with far ranging issues. They must be politically astute, prepared to adjust their Transformative leadership styles, and ethically grounded" (Hausman, Crow & Sperry, 2005).Learning experiences for Principals cannot just reinforce old "platitudes" of being effective, but must encourage Principals to question their practices and attempt (Youn Lee, and

Olszewski-Kubilius, 2006). At times transformative leadership is viewed as a mysterious and elusive concept. The challenge is for individuals to look inward to achieve effective transformative leadership (Chopra, 2002).

As Dewey advocated the teaching of the "whole child" for maximum gains, so should programs for transformative leadership include the social, emotional, intellectual and physical components. It is through the combination of these focused areas that transference of meaningful change will take place in our schools. Strong transformative leadership development processes are focused on emotional and intellectual learning and they build on active participatory work: action learning and coaching, where people used what they're learning to diagnose and solve real problems in their organizations.(Goleman, Boyatzis, & McKee, 2002)So successful schools need educational leaders who have the abilities to facilitate sustained and lasting change. As Fullan (2009) reiterated, "these new educational leaders will need to have a strong sense of moral purpose for direction and great EI as they build relationships". In effect, Principals will not only need strong intellectual skills to be a great influence on the school culture, but they must be able to influence and understand relationships and the feelings and emotions of those they serve and lead (Moss and Ngu, 2006). The research basis purpose, then, was to investigate the impact of EI on Transformative leadership styles of Principals who work in Secondary Education in Punjab Pakistan.

Methodology

Population and sampling: Research method was descriptive-correlative. Statistical population included all teachers of high schools of Lahore, Punjab, Pakistan. The sample included 42 high school and 252 teachers that were chosen by proportional stratified sampling.

Research Hypotheses

H1; There is a significant relationship between Emotional Intelligence and transformative leadership styles of high school principals` in Lahore.

H2; There is a significant relationship between Self-awareness and transformative leadership styles of high school principals` in Lahore.

H3; There is a significant relationship between Self-regulation and transformative leadership styles of high school principals` in Lahore.

H4; There is a significant relationship between EI and its components according to age and gender.

Instruments

Research instruments were two questionnaires of transformative leadership styles profile (TLSP) and EI of shrink. Shrink's EI questionnaire: This questionnaire has 33 items, which have been devised, Shrink on the basis of Goleman's theory. The reliability of this questionnaire was reported to be 0. 82. The findings of the present study also showed that EI scale had a very high reliability. Transformative leadership styles questionnaire: This questionnaire measures transformative leadership styles in 32 items. A pilot study of the questionnaire with 30 managers revealed

an Alpha Cronbach coefficient of 0.86 for this scale

Data Analysis

To see if there is a significant relationship between EI and the transformative leadership styles of high school principals` in Lahore. The Pearson correlation coefficient was used to examine this hypothesis. The result is reported in table 1.

As it has been shown in table 1, correlation coefficient between EI and Inspirational Motivation Transformative leadership style, r= 0.714 is significant at level p<0.000. Accordingly, there is a significant relationship between EI and Inspirational motivation transformative leadership style. It means that the teachers with high EI apply Inspirational Motivation Transformative leadership style more.

The result also shows that there is a significant relationship between EI and Intellectual Stimulation transformative leadership style with r= -0.719 which is significant at level p<0.000. Accordingly, there is a negative relationship between EI and Intellectual Stimulation transformative leadership style. It means that the teachers with high EI apply Intellectual Stimulation transformative leadership style less. According to the obtained results, "null hypotheses" as a clue of no relationship between EI and the teachers' transformative leadership style cannot be confirmed.

To see if there is a significant relationship between Self-awareness and transformative leadership styles. Pearson correlation coefficient has been used to examine this

hypothesis. The results are reported in table 2.

As it has been shown in table 2, correlation coefficient between Self-awareness and Inspirational Motivation transformative leadership style, r= 0.296 is not significant at level p< 0/000. Accordingly, there is not a significant relationship between Self-awareness and inspirational motivation transformative leadership style.

Also table 2 shows that there is not a significant relationship between Self-awareness and intellectual Stimulation transformative leadership style. The Pearson correlation coefficient between Self-awareness and Intellectual Stimulation transformative leadership style (r= -0.242) is significant at level p<0/000. Accordingly, there is a negative relationship between Self-awareness and Intellectual Stimulation transformative leadership style. Thus "null hypotheses" as a clue of no relationship between Self-awareness the Teachers' Transformative leadership style cannot be confirmed but instead the "research hypothesis" is confirmed. It means that there is not a significant relationship between Self-awareness and Inspirational Motivation styles and also Intellectual Stimulation styles.

To see if there is a significant relationship between Self-regulation and transformative leadership styles. Pearson correlation coefficient has been used to examine this hypothesis. The results have been given in table 3. As it has been shown in table 3, the correlation coefficient (r= 0.420) between Self-regulation and inspirational motivation transformative leadership style is significant at level p< 0/006. Accordingly, there is a

significant relationship between Self-regulation and inspirational motivation transformative leadership style. It means that Teachers with high Self-regulation apply Inspirational Motivation transformative leadership style more.

In addition the relationship obtained from table 3 show that there is a significant relationship between Self-regulation and Intellectual Stimulation transformative leadership style. Pearson correlation coefficient between Self-regulation and Intellectual Stimulation transformative leadership style (r= -0.472) is significant at level p<0.002. Accordingly, there is a negative relationship between Self-regulation and Intellectual Stimulation transformative leadership style. It means that the managers with high Self-regulation apply Intellectual Stimulation transformative leadership style less. According to the obtained results, "null hypotheses" as a clue of no relationship between Self-regulation the managers' transformative leadership style cannot be confirmed but instead "research hypothesis" is confirmed. It means that there is a significant relationship between Self-regulation and transformative leadership styles.

To see if there is a significant relationship between EI and its components according to age and gender.

(a) The relationship between Teachers' gender and EI and its components At test was used to compare the differences between EI and its dimensions in Teachers according to gender. The results have been

reported in table 4.

(b) The result of t Test showed that there was no significant relationship between Teachers' EI and its components (t=0.89, sig=0.78, P < 0.05). Moreover, no relationship between gender and EI's components was observed. Accordingly, the "null hypothesis" is confirmed.

(c) The relationship between Teachers' age and EI and its components to find out the relationship between Teachers' age and EI and its dimensions, a One Way ANOVA was used. The results have been reported in table 5.

The results of ANOVA reported in table 8 showed that there was no relationship between Teachers' EI and age. F=0.648, significance=0.528 at p<0.05 is not significant. Just in Self-awareness the obtained F is significant (F=3.42, significance=0.043, p<0.05). Other components of EI and Teachers' age were not significantly different. Accordingly, the "null hypothesis" is confirmed and the "research hypothesis" is not confirmed.

Conclusion

Based on the results of general hypothesis, it can be concluded that there is a significant relationship between EI and Inspirational Motivation Transformative leadership style. It means that Teachers with high EI apply Inspirational Motivation Transformative leadership style more and try hard to make enthusiasm among their team members, also encourage others strongly to make them

sustain trying. The findings suggest that among organizational duties there should be performing plans related to the EI skills. In addition, in the process of appointing managers and employees, EI should be considered as one of the criteria. The high school Teachers with emotional intelligence can achieve the various goals like removing the obstacles, solving the dissensions and also improving the education outcome in school.

Based on the results of six hypotheses, it can be concluded that the results related to differences of EI and its componens among high school Teachers and their gender are in agreement with Bryan (2007), Mayer (2008), Alavishad (2010). Golman (2002) also believes that the gender differences have no influence on EI. Also based on the obtained results" null hypothesis" as a clue of no relationship between EI and the age of high school Teachers was confirmed. Besides "research hypothesis" was not confirmed too. The result is in agreement with studies carried out by, Alavishad (2010).As the results showed, EI characteristics have been recognized as positive attributes in effective leaders. The characteristics are attributes associated with success and the frequency of the "emotional" trait was strong, as cited by Kouzes and Posner, (2002) Maxwell, (2004) and Sergiovanni (2002). The question remains, how do we prepare and mentor future administrators for success in leading transformational change in our school system? In order for collaboration, response and mobilization to occur, self-reflection on the part of the leader is the starting point for successful relationships within the school community. To promote success for all students, leaders must become acquainted with the areas related to EI and the competencies necessary to be successful. Educational Transformative leadership programs should include EI theory as a component for reform. Programs have been focusing on the development of course content; the time has come to embrace the research on EI and provide a balanced approach.

References

Alon,I.,Higgins, J.(2006) Global Transformative leadership success through emotional and cultural intelligences Business Horizons, 48, 501-512.

Bryan, S.P. (2007) Emotional Intelligence and Intrapersonal Conversations. Published in www.eiconsortium.org. The Consortium for Research on Emotional Intelligence in Organizations – Issues in Emotional Intelligence. Pp. 1-9.

Cherniss, C. (2010) Emotional intelligence: What is it and why it matters. Paper presented at the annual meeting of the Society for Industrial Organizational Psychology. Rutgers University, Graduate School of Applied and Professional Psychology. Web site: www.eiconsortium

Chopra, D. (2002) The soul of transformative leadership . [Electronic version]. School Administrator, 59(8), pp1-10

Cohen, C. (2007) Preparing School Leaders for a Changing World: Lessons from Exemplary Transformative leadership Development Programs. Stanford, CA: Stanford University, Stanford Educational transformative leadership Institute.

Fullan, M. (2009) Teachers as leaders in a culture of change. ducational Transformative leadership , 5, 16-20.

Gardner, W.L, Fischer, D., Hunt, J. (2009) Emotional labor and Transformative leadership: A threat to authentic city? The Transformative leadership quarterly, 20, 466-482.

Goleman, D. (2003) Emotional intelligence: Why it can matter more than IQ. New York: Bantam Books.

Goleman, D. (2004) "What makes a leader?", Harvard Business Review, Vol. 76, 93- 104

Goleman, D., Boyatzis, R., & McKee, A. (2002) Primal Transformative leadership : Realizing the power of emotional intelligence. Boston: Harvard Business School Press.

Hausman, C., Crow, G. M., & Sperry, D. (2005) Portrait of the "ideal principal": Context and self. [Electronic version].NASSP Bulletin, 84(617), 5-14.

Alavishad, Lila. (2010) Investigated the Relationship between Emotional Intelligence and the Heads Secondary Schools in Tehran. MSc thesis in Shahid Beheshti University, Faculty of Educational Sciences and Psychology.

Kouzes, J. M., & Posner, B. Z. (2002) The Transformative leadership challenge. San Francisco, CA: Jossey-Bass Inc.

Mayer, J.D. (2008) Emotion, Intelligence and Emotional Intelligence. Handbook of affect and Social cognition (pp.30-49). Mahwah, NJ : Lawrence and Erlbaum Association.

Marzano, R. (2003) What works in schools. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Moss, S., and Ngu, S. (2006) The Effect of Follower Regulatory Focus and Extraversion on transformative leadership Behavior: The Role of Emotional ,Intelligence Journal of Individual Differences, 27, 93-107.

Maxwell, J. (2004) The 21 indispensable qualities of a leader. Tennessee: Thomas Nelson Inc.

Salovey, P.. (2003) Emotional intelligence. Imagination, Cognition, and Personality, 9, 185-211.

Sergiovanni, T. J. (2002) Moral Transformative leadership : Getting to the heart of school improvement. San Francisco, CA: Jossey-Bass Inc.

Wolff, B.S., T.A. Pescosohdob and U.V. Druskatc(2008) Emotional Intelligence as the basis of Transformative leadership emergence in self- managing team. J. Leader Quar., 13: 505-522. DOI: 10.1016/S1048-9843(02)00141-8.

Youn Lee, S. and P. Olszewski-Kubilius, (2006) The Emotional Intelligence, moral judgment and Transformative leadership of academically gifted adolescents. J. Edu. Gif, 30, 29-67.

Table 1 – Correlation coefficient between Emotional Intelligence and principals` transformative leadership styles.

Transformative leadership Styles	Emotional Intelligence		
	n	r	Sig
Inspirational Motivation style	42	0.714	0.000
Intellectual Stimulation style	42	-.0719	0.000

Table 2 – Correlation coefficient between Self-awareness and principal's transformative leadership

Transformative leadership Styles	Self-awareness		
	n	r	Sig
Inspirational Motivation style	42	0.296	0.057
Intellectual Stimulation style	42	-0.242	0.123

Table 3 – Correlation coefficient between Self-regulation and principal's transformative leadership

Transformative leadership Styles	Self-regulation		
	n	r	Sig
Inspirational Motivation style	42	0.420	0.006
Intellectual Stimulation style	42	-0.472	0.002

Table 4-The results of t test for differences between EI and its dimensions in Teachers according to gender

Variables		N	M	SD	t	df	Sig
EI	Female	22	124.9	.89		40	0.78
	Male	20	122.2	1.2	0.89		
Self-awareness	Female	22	31.45	1.9		40	0.69
	Male	20	32.65	085	0.9		
Self-regulation	Female	22	26.14	-1.97		40	0.48
	Male	20	24.00		1.97		
Motivation	Female	22	23.95	.26		40	0.46
	Male	20	23.70		26		
Empathy	Female	22	23.14	.80		40	0.89
	Male	20	22.25	3.30	80		

Table 5- The results of One Way ANOVA for the relationship between Teachers' age and EI

Variables	SS	df	Mean Squares	F	Sig
EI	Between Groups Within groups total	125.15 3764.19 3889.34	2 39 41	62.57 96.52	0.648
Self-awareness	Between Groups Within groups total	77.43 441.54 518.97	2 39 41	38.7 11.32	3.42
Self-regulation	Between Groups Within groups total	4.36 536.04 540	2 39 41	2.18 13.75	0.16
Motivation	Between Groups Within groups total	13.64 400.18 413.83	2 39 41	6.82 10.26	0.66
Empathy	Between Groups Within groups total	45.70 468.86 514.57	2 39 41	22.85 12.02	1.90
Social skills	Between Groups Within groups total	10.90 317.10 328.00	2 39 41	5.45 8.13	0.67