



A Study on Transformational Leadership and Emotional Intelligence of Teaching Professionals in Self- financing Institutions in Coimbatore City.

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Abstract

Teaching professionals with strong emotional bondage in their academic arena learns and applies emotional intelligence (EI) skills to improve better physical and mental wellbeing. Transformational leadership (TL) may be established at all levels in creating high-performance teaching professionals which has turned gradually important to inspire environment. The current study aims to investigate relationships between competency of teaching professionals and levels of emotional intelligence to show its impact on transformational leadership which provides emphasis on teacher and learner interaction in self-financing institutions. The results provided support for an approach which suggests that teaching professional's levels of emotional intelligence by using components / variables like competency of teaching professional's and application learning skills which are positively associated with transformational leadership for enhancing mentor effectiveness in self-financing institutions.

Keywords: *Academic Arena, Competency, Emotional Intelligence, Teaching Professionals, Transformational Leadership, Self-financing Institutions, Skills Management.*

Introduction and Objectives

The curiosity of social scientists in recent years on studies in domains and blends of emotional intelligence with transformational leadership has been sprouting. Continued research on emotional intelligence and transformational leadership showed various social scholars concentration in the studies of emotional intelligence and its relationship with transformational leadership. However, it is certainly a massive task of defining apparent relationships between emotional intelligence (EI) and transformational leadership (TL). Emotional intelligence refers to an ability to realize one's own emotions and of others' to analyze and utilize emotional information to guide one's thinking and behaviour (Salovey & Mayer, 1990). They provide implication to act as role models, challenges, evoke emotions and foster a climate of trust. Transformational leaders' reveal magnetic behaviour, stimulating esteem, inspiration, motivation



and indulge their followers with individualized contemplation. The current research is conducted to attain better understanding of competency of teaching professionals and their levels of emotional intelligence which correlates with their transformational leadership behaviours towards emotional skills and abilities. This study also attempted to investigate relationships between competency of teaching professionals and levels of emotional intelligence with transformational leadership in self-financing institutions located in Coimbatore District, Tamil Nadu.

The objective of this study is to analyse the relationship between levels of emotional intelligence with transformational leadership towards teaching efficiency amongst teaching professionals in Coimbatore district

Reviews on Emotional Intelligence & Transformational Leadership

Goleman in 2021 suggested that this intelligence is associated with social competencies, such as empathy and social skills. Besides, Palmer and Stough in 2021 expressed relationship between emotional intelligence in transformational leadership and emotional intelligence in leadership, leaders that concentrate on simple rewards, punishment and rely on managing-by-exception. They engage their learners / followers through establishment of common goals and purposes as divergent towards deployment of power (Bass, 2018). Also, transformational leadership can obtain in-depth learning which result in complete change of behaviours and practices (Hallinger, 2013). Along with the studies on transformational leadership, research studies on emotional intelligence conducted by Wong and Law in 2022 proved that emotional intelligence elevates self-satisfaction at work and also there found a positive relationship between emotional intelligence and working life (Dulewicz & Higgs, 2013). It has been elucidated in the study conducted by Gardner and Stough in 2004 in which they compared conceptually meaningful links between emotional intelligence and various other dimensions of transformational leadership in their claim that emotional intelligence may underlie an ability of a leader to be inspirationally motivating and intellectually stimulating. In addition to that, Kark and Shamir in 2012 examined that transformational leaders have twofold effects and influence which are applied on followers through conception of personal and social recognition towards effective leadership in which different forms of identification can direct to differential results. Also, Humphreys and Einstein in 2013 have indicated that transformational leaders operate out of personal value systems with qualities of integrity and reliability. By expressing these individual



values, transformational leaders can connect their followers towards their goals and beliefs. It has also been specified by Kupers and Weibler in 2016 that transformational leadership demands leaders who are emotionally self-aware and capable of emotional self-management where all transformational components require personal emotional intelligence competencies. Likewise, emotional knowledge, competencies and skills are obtained through experiences and training (Caruso et al., 2003). Thus, it is understood from above reviews of literature which reinforces requirement of more research in this field that emotional skills focuses on thought progression and can be very favourable during the formation of self-vision, goals and beliefs. In addition to that, teaching professionals with constructive emotional skills encourage their environment towards transformational leadership. The purpose of this research study is to analyze relationships of emotional intelligence and transformational leadership which has been applied to educational arena.

Research Methodology

Assumption & Hypotheses

Emotions are the critical ingredient for optimal information processing, social communication, written communication, motivation, attention, concentration, memory, critical thinking skills, creativity, behaviour, physical health and survival (Goleman, 1998). In addition to that, an individual with emotional management skills are needed for professional and ethical behaviour, which is a significant aspect of emotional intelligence and transformational leadership. Based on the above assumption the following hypotheses have been proposed to fill the research gaps.

H₁: There exist significant associations between competency of teaching professionals and levels of emotional intelligence with transformational leadership

H₂: Transformational leadership among teaching professionals would be predicted positively by competency of teaching professionals and levels of emotional intelligence

Procedure

The researcher has administered descriptive research method and survey research design with structured interview schedule to evaluate levels of emotional intelligence and transformational leadership amongst teaching professionals to investigate research gaps and objectives. The sampling has been carried out in self-financing institutions in Coimbatore district at Tamil Nadu. Stratified random sampling has been used across the definite universe and interviewed 263 respondents (N=263; 96 respondents from arts & science colleges; 122 respondents from



engineering colleges and 45 respondents from core management colleges (B-Schools)). The data coded were analyzed using Statistical Package for Social Sciences (SPSS 20.0) to find the correlations and regression of levels of emotional intelligence and transformational leadership. The Spearman Brown coefficient and Guttman's Split-half coefficient were found as 0.78 and 0.77 respectively to test the reliability of the interview schedule.

Variables Used

The present study has emotional intelligence variables like Educational Qualification (EQ), Occupational Status (OS), Type of Occupation (TO), Academic Excellence (AE), Consultancy Works Undertaken (CWU), EI on Emotional Outcomes and Blends (EIEOB), EI on Skills Management (EISKM) and EI on Application Learning Skills (EIALS).

Statistical Analyses

In accordance with the research framework, the findings presented in this chapter rely mainly on analyses of interviews with teaching professionals working in self-financing institutions at Coimbatore District, Tamil Nadu. Chi-square analysis, correlation analysis and regression analysis were used to find out significant associations and predictors of levels of emotional intelligence with transformational leadership of teaching professionals. This segment provides the analyses of descriptive research on levels of emotional intelligence with transformational leadership of teaching professionals through description of research sample.

Table 1 Chi-Square Test on Transformational Leadership (TL) with Competency of Teaching Professionals and Levels of Emotional Intelligence

| Factors | χ^2 | df | p | Inference |
|---------|----------|----|------|-----------|
| AE | 26.04 | 8 | 0.00 | S |
| CWU | 19.99 | 6 | 0.00 | S |

N=263; S- Significant ($p < 0.01$)

Abbreviations: AE-Academic Excellence, CWU- Consultancy Works Undertaken.

The analysis of Chi-Square test conducted between levels of emotional intelligence like academic excellence and consultancy works undertaken with transformational leadership in which the result showed that calculated p value for academic excellence ($p < 0.05$) and



consultancy works undertaken ($p < 0.05$) which were less than 0.05 at 95 percent confidence level of significance. This proved that teaching professional’s ability on transformational leadership was enhanced with their academic excellence and their engagement in consultancy works.

Table 2 Relationships between Competency of Teaching Professionals and Levels of Emotional Intelligence with Transformational Leadership

| Factors | EITL | p |
|----------------|----------------|------------------------|
| EQ | 0.129* | 0.05 (2-tailed) |
| OS | 0.013 | NS |
| TO | 0.053 | NS |
| AE | 0.070 | NS |
| CWU | 0.098 | NS |
| EIEOB | 0.396** | 0.01 (2-tailed) |
| EISKM | 0.401** | 0.01 (2-tailed) |
| EIALS | 0.543** | 0.01 (2-tailed) |

N=263; **-Significant at 0.01 level (2-tailed); *-Significant at 0.05 level (2-tailed); NS-Not Significant

Abbreviations: **EITL-** Emotional intelligence on Transformational Leadership, **EQ-**Educational Qualification, **OS-** Occupational Status, **TO-** Type of Occupation, **AE-** Academic Excellence, **CWU-** Consultancy Works Undertaken, **EIEOB-**EI on Emotional AE-Outcomes and Blends, **EISKM-**EI on Skills Management, **EIALS-**EI on Application Learning Skills

From the above table it has been exhibited the results of significant correlations between competency of teaching professionals and levels of emotional intelligence with transformational leadership. Educational qualification ($r=0.129$; $p < 0.05$) was significantly correlated with emotional intelligence on transformational leadership. This showed that emotional intelligence on transformational leadership is ensued by educational qualification of teaching professionals’. EI on emotional outcomes and blends ($r=0.396$; $p < 0.01$), EI on skills management ($r=0.401$; $p < 0.01$) and EI on application learning skills ($r=0.543$; $p < 0.01$) were significantly correlated with EI on transformational leadership. This result revealed that emotional outcomes and blends,



skills management and application learning skills were positively related with transformational leadership of teaching professionals.

Table 3 Predictors of Competency of Teaching Professionals with Transformational Leadership

| Factors | R | R ² | β | F | p |
|---|-------|----------------|----------------|-------|--------|
| EI on Transformational Analysis (EITL) | | | | | |
| EQ, CWU | 0.312 | 0.097 | 0.164 0.185 | 1.178 | < 0.05 |

N=263; p- Level of Significance

Abbreviations: EQ-Educational Qualification, CWU- Consultancy works undertaken

The above table presented regression analyses by using EI on transformational leadership as predictors of competency of teaching professionals working in private self-financing colleges to analyze levels of emotional intelligence. The results revealed that educational qualification and consultancy works undertaken were the predictors of emotional intelligence on transformational leadership. It predicted 9% ($R^2=0.09$) of total variance. The other competencies of teaching professionals' like academic excellence, occupational status, type of occupation, consultancy works undertaken and the variables / components of levels of emotional intelligence like EI on emotional outcomes and blends, skills management and application learning skills were not found significant. The result indicated that beta coefficient for educational qualification ($\beta=0.164$) and consultancy works undertaken ($\beta=0.185$) made positive contributions. This suggested that educational qualification and engagement of consultancy works by teaching professionals were major positive predictors of emotional intelligence on transformational leadership.

Results & Discussions

The findings in accordance with competency of teaching professionals and levels of emotional intelligence with transformational leadership clearly expressed the impact of levels of emotional intelligence in transformational leadership amongst teaching professionals in self-financing institutions. The results of Chi-Square test expressed associations between competency of teaching professionals and levels of emotional intelligence with transformational leadership. It



has been proved that calculated p value for the components of teaching professionals (academic excellence and consultancy works undertaken) were less than 95 percent confidence level of significance. This showed that teaching professional's capability on transformational leadership was improved with their academic excellence and engagement of consultancy works. The results revealed that educational qualification and consultancy works undertaken by teaching professionals were positive predictors of emotional intelligence on transformational leadership. The other competencies like academic excellence, occupational status, type of occupation, consultancy works undertaken and the variables / components of levels of emotional intelligence like EI on emotional outcomes and blends, skills management and application learning skills were not found significant. The current result was similar to the results of research conducted by Jin et al. in 2008 which evaluated strength of emotions when considering relationships between emotional intelligence and transformational leadership concluded that there found positive relationship when the emotional intensity was low as opposed to a high level (Jin et al., 2008). As argued by Goleman in 1998, emotional intelligence is a pre-condition for successful leadership and affirmed that there were several motives behind individual's emotional intelligence which would be further expected to use transformational behaviours. It has been found that there is a relationship between competency and performance of teaching professionals and levels of emotional intelligence with transformational leadership in which formulated hypotheses (H₁ and H₂) has been partially accepted. Thus, the levels of emotional intelligence and transformational leadership of teaching professional's can be applied towards their professional satisfaction and managerial commitment at their work places.

Suggestions & Conclusions

The teaching professionals who utilize factors like outside inputs, inside insights, research intuition, faculty orientation, academic climate and informative knowledge shall be considered to be a transformational leader. Thus, can influence their learners / students to follow and excel in their lives. The teaching professionals who are transformational leaders can actively engage within work place and influence their internal and external environment. Moreover, they are more specifically self-motivated who can generate shared vision and motivation to their students / learners, peer group and management. More precisely, when teaching professionals understand their own emotions and emotions of others know well how to be emotionally supportive to their peer group, students / learners and management which is a transformational leadership skill which enhance their level of trust, motivation, commitment and inspiration to others in their



professional life. The results of present study showed that emotional intelligence is associated with competencies of teaching professionals like educational qualification, engagement of consultancy works with the levels of emotional intelligence like emotional outcomes and blends, skills management and application learning skills. The current findings implied that emotional intelligence of teaching professionals perceived by their learners / students, peer group and management as flaunt of leadership behaviour. Further, the future investigation can concentrated in transformational leadership with emotional performances among teaching professionals in academia for progression in life. Hence, transformational leadership is positively related and associated with emotional intelligence of teaching professionals. In other words, transformational leadership and emotional intelligence exert together towards higher levels of morality and motivation. More precisely, a transformational leader has to encompass emotional intelligence in order to reap individual as well as managerial success. By developing individual competencies and levels of emotional intelligence, teaching professionals will be able to develop their sense of identity, commitment and control over emotions in their work places.

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