

High Emotional Intelligence: A significant trait for Effective Leadership

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Abstract: Leaders are those who set example to their followers. They are driving inspiration for the followers to exhibit their footsteps. In an organization leader act as light house to the sub ordinates who align them to organization desired goal. Hence it's of utmost importance for leaders to possess high emotional intelligence. Thus this study aims to prove that all leader possess high emotional intelligence and there is no significant difference in emotional intelligence of leader across various demographic variables namely age, gender and industry type. Hence for the purpose of study a sample of 104 leaders from various industry were chosen and one sample T-test and ANOVA was used for analysis using SPSS. The findings reveal that leader possess high emotional intelligence irrespective of the sector they are working in or the age they belong thus guaranteeing that the follower in the various company investigated are in right hand thereby ensuring organization success in longer run. As various research have also revealed emotional intelligence plays a vital role in enhancing the performance of an individual thereby affecting efficiency and effectiveness of the individual. Thus a leader with high emotional intelligence will indirectly have an impact on performance of his followers thus leading to increased productivity of organization.

Keywords: Emotional intelligence, leader, emotions, intelligence

1. INTRODUCTION

The behavior of an individual is totally affected by emotions at each stage of life. But where few of the individuals are great at handling emotions others are not. Today with the flat organization structure, cross functional teamwork emotionally strong individuals are in great demand. Organization, these days are not just in search of intelligent employees but are in search of employees who are emotionally strong. This is where emotional intelligence comes into play.

Emotional intelligence can be defined as the ability to manage one's own emotion to that of others. Emotionally intelligent individuals know what to speak, when to speak and how to speak which undoubtedly is the mark of true leader. Hence this study aims to prove that leaders in organization possess high emotional intelligence in general irrespective of the industry they are working in, gender or age.

1.1 Emotional Intelligence:

The researchers have conducted research on emotional intelligence to measure the emotional intelligence of an individual and how emotional intelligence helps in living an emotionally stable life with empathy and motivation. Further research in this area indicated that an individual with high emotional intelligence is likely to show high emotional competence.

It's been a long time since intelligence is talked about but emotions are not used or can be expressed in the same category; because of this, the impact of emotions with intelligence and the behavior related with emotions was started being discussed as Emotional Intelligence.

1.2 Components of Emotional Intelligence:

According to the concept, emotional intelligence consists of five components in it they are:

- Self Awareness
- Self Motivation
- Self Regulation
- Social Skills
- Empathy

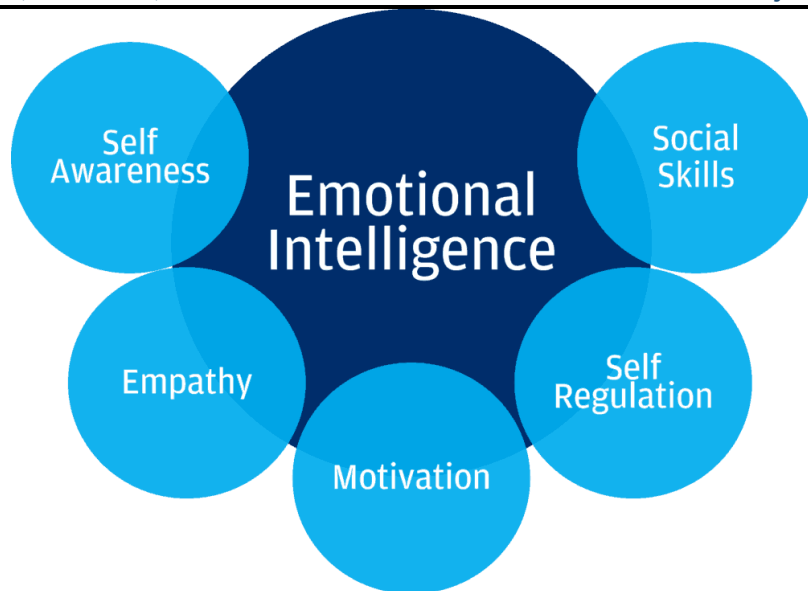


Figure 1.1:Components of emotional Intelligence

- **Self-Awareness** : Individuals with high self awareness are completely aware about their emotions, moods and have a clear perception about their strengths and weakness, beliefs and motivation.
- **Self-Motivation**: It is also an important part of emotional intelligence. People with high EI are motivated by their passion, inner needs and their defined goals and objective in life. They already have clear goals, and set high standard of achievement and are always looking forward to doing things in an effective and efficient way.
- **Self-Regulation**: It means having control over emotions such as anger, jealousy and having control over impulses i.e., are not impulsive. An individual with high self-regulation is basically thoughtful, have high integrity and are totally comfortable with the changes in the environment/atmosphere, and are assertive i.e., capable to say no
- **Social Skills**: It refers to building up trust among other individual and relationship building capability. It is basically communicating your viewpoints or your opinion and expressing to others and building up a rapport with other individuals.
- **Empathy**: It means when you try to understand others situation by keeping yourself at their place and try to help others by empathizing with them. Undoubtedly today sympathy is underrated or overrated but empathy is always rightly rated.

Thus Emotional Intelligence can be explained in a single statement as:

“Being Smart towards your Feeling”

1.3 Purpose & Significance of the study:

Leaders are those who set example to their followers. They are driving inspiration for the followers to exhibit their footsteps. In an organization leader act as light house to the sub ordinates under them who align them to organization desired goal. Hence it's if utmost importance for leaders to possess high emotional intelligence. As individual who is high on emotional intelligence is more aware of his/her state of emotions whether the emotion is positive or negative in nature as well as are aware of others emotions. Hence High EI can be supposedly taken as the basic trait of an Leader. Thus this study aims to prove that all leader posses high emotional intelligence as high emotional intelligence level is what qualifies them to be a leader in any organization. In other words high emotional intelligence is the basic criteria for any employee to be in an leadership position

2. LITERATURE REVIEW

The following theories will be used to facilitate our understanding and study of the observed material:

Ashkan (2012) Researcher observed that human resource strategies have a great impact on the training program for employee, for increasing the emotional intelligence of their employees which directly link with self-awareness, empathy, self-regulation, self-motivation, and social skills. The researcher worked on the appraisal of emotional intelligence to evaluate the behavior of an individual. The appraisal of the emotional intelligence is in 28-item, performance-based assessment for emotional intelligence in 2002 (Goleman's –Four-factor Taxonomy). The four-factor were social skills, self-awareness, self-regulation, and motivation, all the four together showed the result that relationship management by both genders is the difference and their level of understanding about emotion is very different from each other. The result of the research showed that men have a higher level of relationship management. Kappagoda (2012) managers about the impact of emotional intelligence on them and their performance and non-managerial employee's contextual performance. Set of the questionnaire (two) were distributed among managers and non-managerial employees. The outcome of the research came out to be a significant positive relationship with contextual performance and the level of the performance. The main finding came out to be that emotional intelligence directly affects the performance of the employee, which directly leads to the success of the organization. Jyothi Sree V and Jyothi P (2012) focused on the role efficiency and emotional intelligence with work-life balance of working women. They have collected the sample from

Andhra Pradesh with 63 sample size. The outcome came out to be that there is an impact of role efficiency on emotional intelligence. Singh Indoo and Jha Ajeya (2012) the researcher find out the correlation between emotional intelligence and occupational stress in the field of medical colleges and engineering college on faculties. It also focused on the two variables to find out any difference is present or not between them, and the result came out to be that occupation stress was the predictor in two variables. The conclusion of the research clearly indicated that in stress management, emotional intelligence plays a prominent role to keep faculties efficient and effective towards their work. Anjali Srivastava and Nidhi Singh Parihar (2011) the research was conducted on the educated married working and non-working women of District of Rewa. The dimension of emotional intelligence was used in the study which were 15 of them which are assertiveness, self-actualization, self-awareness, self-regard, relationship, empathy, social responsibility, problem solving, reality-testing, flexibility, desire control, happiness, optimism, stress-tolerance and total emotional Intelligence on working and non working women. The hypothesis of the study was the significant difference between working and non-working women. The outcomes of the research came out to be that self-regard, stress tolerance, and desire control was high as compared to other dimensions. Khurram Et al. (2011) have shown the effectiveness of emotional intelligence in the performance of employees and have examined the four dimensions of emotional intelligence which are self-motivation, self-awareness, social skill, and relationship. The result came out to be that social awareness and relationship totally affect the performance of the employee and moderately self-awareness and self-motivation. Hence, emotional intelligence should be taken care of while hiring a candidate and making an employee work efficiently and effectively. Chin et al (2011) have worked on the level of emotional intelligence among SME (small and medium-sized enterprises executives in the manufacturing sector. The outcome came out to be a low-level emotional intelligence. The low level is linked to the nature of work which also affects the level of stress. The higher the level of stress is the lower the level of emotional intelligence. Management takes steps and forms training on soft skills management to retain the employees and make them attracted to the organization.

Chirayath and Abrabham (2010) have worked on emotional intelligence to predict the occupational self-efficiency of employees. A standardized questionnaire by Hyde, Pethe, and Dhar (2002) and Pethe, Chaudhary and Dhar (1999) was used by the researcher to analyze the emotional intelligence and self-efficacy. The analysis of the data showed that emotional intelligence has a positive impact on self-efficacy and also showed that high emotional intelligence of an individual is directly linked to the performance of the individual. Das (2010) the researcher studied the relationship between personality and emotional intelligence among students. The level of emotional intelligence was measured by Shankar and Sayeed (2006)'s questionnaire. The personality was measured using the Myer Briggs Type Indicator Form developed by Myer and Briggs (1977). The outcome of the research came out to students who are not professional in studies have self-awareness and have personality preference sensing, extraversion, and judging. Students who are professional in studies have opposite personality. Students with nonprofessional studies have the high emotional impulse and have high personality preference in feeling type. Rajagopal (2010) this researcher has shown the emotional intelligence and the workplace pressure in the pharmaceutical industry in India. The research has proven that emotional intelligence is nearly linked with work pressure. Emotional maturity and Emotional Competency are the two aspects of emotional intelligence which helped to know the employee's performance and to do the job well. Emotionally weak employees are more affected by workplace pressure. The final finding by the researcher was that organization should take more interest to know the employee's emotional intelligence and try to transform them to a more emotionally strong individual and take full utilization of the individual's capability to perform to his/her to full extent. Deepak D Rangreji (2010) the researcher have researched on the emotional intelligence with work-life balance in the IT industry and collected the data from Bangalore City from both the genders. The Analysis of research came out to be that there is a significant positive relation between work-life balance and emotional intelligence. It came out that the IT organization should follow initiative programs to improve the level of emotional intelligence of their employees. The final and main finding came out to be that emotional intelligence and work-life balance together form up organizational success and develop competitive advantages with their employee's efficiency and performance of their employees.

Sheila (2008) studied the relationship between a demographic, social variable and find out emotional intelligence can impact the emotional intelligence can increase performance in different organization levels. There was a significant difference between a group of people and the professional possess' higher level of emotional intelligence. This indicates that their achievement is high in the organization. Koman and Wolff (2007) showed the relationship between team leader emotional intelligence and team performance and team level emotional intelligence. The leader's emotional intelligence will have an impact on the group's emotional intelligence which directly links to the team's performance as well as the team's performance level. The outcome of the research came out to be that team leader's emotional intelligence indirectly impact the performance level of the individual in the group which relate to the team performance. Mayer & Cobb (2000) have talked about emotional intelligence and have stated the importance of emotional intelligence, emotional learning, and social learning. They tried to found out that emotional intelligence's impact on emotional and social learning. They came out with the conclusion that both are linked and devote the socio-emotional learning and formulate the policies which can be taken into consideration.

3. OBJECTIVES:

- To prove Emotional Intelligence of leader is high
- To prove there is no significant difference in emotional intelligence of leader across various demographic variables namely age, gender and industry type.

4. RESEARCH METHODOLOGY

4.1 Conceptual Framework

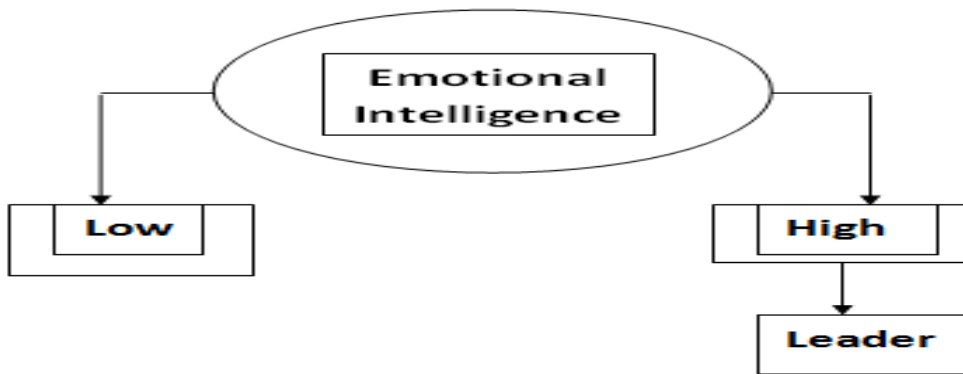


Figure 4.1: Conceptual Framework of the study

4.2 Hypothesis

Hypothesis on the basis of conceptual framework and objective are as under:

4.2.1. Hypothesis to validate objective 1 is:

- Ho: The difference between expected mean for high emotional intelligence level to that of the leaders is zero
 H1: The difference between expected mean for high emotional intelligence level to that of the leaders is not zero

4.2.2. Hypothesis to validate objective 2 are:

- H0(A): There is no significant difference in mean emotional intelligence of leader across gender.
 H1(A): There is significant difference in mean emotional intelligence of leader across gender.
- H0(B): There is no significant difference in mean emotional intelligence of leader across various age groups.
 H1(B): There is significant difference in mean emotional intelligence of leader across various age groups.
- H0(C): There is no significant difference in mean emotional intelligence of leader across various industry type.
 H1(C): There is significant difference in mean emotional intelligence of leader across various industry type

4.3 Research Design

The choice of research design is descriptive in nature.

4.4 Research Sample

- *Sampling Technique:* Convenience Sampling
- *Sampling unit:* The leaders from big bazaar (internship office), LIC - Chandigarh, Infosys – Hyderabad, Defense Civilian – Tirunelveli, Tamil Nadu were chosen as sampling unit.
- *Sample size:* 104 respondents.

4.5 Mode of Data Collection:

For the purpose of study both the primary and secondary mode of data collection were used. The primary data was collected through the help of the survey. While sources secondary data include books, thesis, articles etc

4.6 Data Collection Tool

The Questionnaire has been used as data collection tool designed on a 5 point Likert scale. The Questionnaire is a set of questions with a variety of answers best suited for that question, formulated for the purpose of a survey or statistical study.

4.7 Data Analysis Tool

One sample t-test and ANOVA was used as data analysis tool using SPSS

4.8 Definitions Of The Study Variables

- *Emotion:* “It is a progressive activity of organization in response to perceived dead lock that usually involves in integrated collection of physiological responds, subjective to feelings and connected to cognitive activity” (Psilopanagioti, 2012).
- *Intelligence:* “It is the ability to acquire and apply knowledge and skills.” (Http//www.Oxford dictionaries.com, 2014).
- *Emotional Intelligence:* “It is the ability to monitor one’s own and others feelings and emotions to discriminate among them and to use information to guide one’s thinking and action.” (Mayer and Warner, 2004).’

5. DATA ANALYSIS AND INTERPRETATION:

In this data analysis, interpretation, verification by using SPSS statistical tool.

5.1 RELIABILITY ANALYSIS:

The observations and interpretation of reliability is as shown below in table 4.1

5.1.1 Observation:

Table 4.1: Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.963	.965	49

5.1.2 Interpretation:

Reliability of questionnaire used in the study is tested using a reliability test.

The questionnaire included total of 49 questions is included. In reliability test value of Cronbach alpha should be greater than 0.7 or 70%. The overall value of Cronbach alpha is 0.963 or 96.3%. This implies the overall reliability of questionnaire is very good.

5.2 One Sample T-test:

The observations and interpretation of one sample T-test is as shown below:

5.2.1 Observation:

Table 5.2: One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
SELF_AWARENESS	104	3.9481	.77334	.07583
SELF_REGULATION	104	3.8950	.56852	.05575
SELF_MOTIVATION	104	3.8870	.66224	.06494
SOCIAL SKILL AND EMPATHY	104	4.0931	.58528	.05739

Table 5.3: One-Sample Test

	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
SELF_AWARENESS	-.685	103	.495	-.05192	-.2023	.0985
SELF_REGULATION	-1.884	103	.062	-.10503	-.2156	.0055
SELF_MOTIVATION	-1.740	103	.085	-.11298	-.2418	.0158
SOCIAL SKILL AND EMPATHY	1.622	103	.108	.09309	-.0207	.2069

5.2.2 Hypothesis under test:

H0: The difference between expected mean for high emotional intelligence level to that of the leaders is zero

H1: The difference between expected mean for high emotional intelligence level to that of the leader is not equal to zero

5.2.3 Interpretation:

As no statistical significant result was obtained hence the mean emotional intelligence score of leader is high as expected.

Note: The mean High emotional intelligence score was obtained by averaging 3, 4, 5 with assumption that people high on emotional intelligence will score 3 and above.

5.3 ANOVA:

The observations and interpretation for Anova are as shown below:

Table 5.4: ANOVA report with gender as categorical variable

			Sum of Squares	df	Mean Square	F	Sig.
SELF_AWARENESS * Gender	Between Groups	(Combined)	.008	1	.008	.013	.908
	Within Groups		61.592	102	.604		
	Total		61.600	103			
SELF_REGULATION * Gender	Between Groups	(Combined)	.092	1	.092	.283	.596
	Within Groups		33.198	102	.325		
	Total		33.291	103			
SELF_MOTIVATION * Gender	Between Groups	(Combined)	.211	1	.211	.479	.490
	Within Groups		44.961	102	.441		
	Total		45.172	103			
SOCIAL SKILL AND EMPATHY * Gender	Between Groups	(Combined)	.001	1	.001	.002	.968
	Within Groups		35.282	102	.346		
	Total		35.283	103			

5.3.2 Hypothesis under test:

H0(A): There is no significant difference in mean emotional intelligence of leader across gender.

H1(A): There is significant difference in mean emotional intelligence of leader across gender.

5.3.3 Interpretation:

As no statistical significant result was obtained hence there is no significant difference in mean emotional intelligence of leader across male/female.

5.3.4 Observation with age as categorical variable:

Table 5.5: ANOVA Table for categorical variable age

			Sum of Squares	df	Mean Square	F	Sig.
SELF_AWARENESS * Age	Between Groups	(Combined)	4.690	4	1.172	2.040	.095
	Within Groups		56.910	99	.575		
	Total		61.600	103			
SELF_REGULATION * Age	Between Groups	(Combined)	2.271	4	.568	1.812	.132
	Within Groups		31.019	99	.313		
	Total		33.291	103			
SELF_MOTIVATION * Age	Between Groups	(Combined)	1.632	4	.408	.928	.451
	Within Groups		43.540	99	.440		
	Total		45.172	103			
SOCIAL SKILL AND EMPATHY * Age	Between Groups	(Combined)	1.572	4	.393	1.154	.336
	Within Groups		33.711	99	.341		
	Total		35.283	103			

5.3.5 Hypothesis under test:

H0(B): There is no significant difference in mean emotional intelligence of leader across various age group.

H1(B): There is significant difference in mean emotional intelligence of leader across various age gender.

5.3.6 Interpretation:

As no statistical significant result was obtained hence there is no significant difference in mean emotional intelligence of leader across various age group

5.3.7 Observation with industry as categorical variable:

Table 5.6:ANOVA Table for categorical variable industry

		Sum of Squares	df	Mean Square	F	Sig.
SELF_AWARENESS * Industry	Between Groups (Combined)	1.235	3	.412	.682	.565
	Within Groups	60.365	100	.604		
	Total	61.600	103			
SELF_REGULATION * Industry	Between Groups (Combined)	.554	3	.185	.565	.640
	Within Groups	32.736	100	.327		
	Total	33.291	103			
SELF_MOTIVATION * Industry	Between Groups (Combined)	.563	3	.188	.420	.739
	Within Groups	44.610	100	.446		
	Total	45.172	103			
SOCIAL SKILL AND EMPATHY * Industry	Between Groups (Combined)	.791	3	.264	.764	.517
	Within Groups	34.492	100	.345		
	Total	35.283	103			

5.3.8 Hypothesis under test:

H0(C): There is no significant difference in mean emotional intelligence of leader across various industry type.

H1(C): There is significant difference in mean emotional intelligence of leader across various industry type.

5.3.9 Interpretation:

As no statistical significant result was obtained hence there is no significant difference in mean emotional intelligence of leader across industry

6. FINDINGS & CONCLUSION

The organization nowadays are hiring counselor just to keep a check on the emotional stability of the employees. Though emotional intelligence of employees is checked regularly but employees are seldom informed about it. Many of employees are becoming emotionally weak due to lack of physical interaction and hectic life thus urging a need for an efficient leader who may help employee grow not just professionally but also emotionally. Hence by ensuring all leader possess high EI may guarantee that organization is not just growing in numbers but also in values.

Self awareness, Self motivation, self regulation, social skills and empathy are the main component of the emotional intelligence. These factors helped us to know the level of the emotional intelligence of the employees. An individual's emotions can fall down any time in a day where he/she can be alone or with group of people. This can lead directly to the mental health of an individual which directly reduce the performance level of the individual working in the organization. Hence it's where the significance of having an leader with high emotional intelligence act as a stimulator.

Various research have revealed emotional intelligence plays a vital role in enhancing the performance of an individual thereby affecting efficiency and effectiveness of the individual. Thus a leader with high emotional intelligence will indirectly have an impact on performance of his followers thus leading to increased productivity of organization.

Proving leader posses high emotional intelligence in general has guaranteed that his/her stability will helps the team to work efficiently and effectively and guarantee organization success in longer run

7. SCOPE OF FUTURE RESEARCH:

In future a study on impact of emotional intelligence of leader on followers should be undertaken as the ultimate goal is to benefit others from their leaders strength also a similar analysis should be undertaken for a bigger sample size.And also validity of the obtained results should be checked by measuring emotional intelligence of leaders from various other standardized emotional intelligence instrument.

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