

“ The Relationship between Emotional Intelligence, Transformational Leadership and Effectiveness in B-School Directors. An Empirical study of Management Institutes in Pune

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Abstract

Emotional Intelligence has become a vital part of how today's leaders meet the significant challenges they face. Emotional Intelligence can help leaders in a most difficult leadership role, one that fewer and fewer people seem capable of fulfilling. And in the middle of the "Talent War", especially at the highest levels in organisations, emotional intelligence can give developing leaders a competitive edge.

The aim of this study is to attain a better understanding of the relationship between transformational leadership and emotional intelligence in directors of B-Schools as well as how effectiveness correlates with their transformational leadership behaviours and emotional skill abilities.

To meet the above purpose, an empirical research was carried out, in which invitations were extended to 42 Directors of different management institutes of Pune to participate in the study. Out of the total sample, 30 directors of the age group between 45 to 65 years responded resulting in a 71.42% response rate. These directors were chosen randomly and convenience sampling was the main criteria.

The findings showed a positive correlation between emotional intelligence and transformational leadership, and both prove to be effective in business schools. The MLQ and MSCEIT have proved to be valuable measurement tools for use in leadership training programs for principals and aspiring directors. Both instruments and subsequent interpretation and skill building could benefit the leader seeking to improve his/her leadership skills this information.

Key Words- Emotional Intelligence, Effectiveness, management institutes, Transformational Leadership.

Introduction

Business schools across the nation are in a state of transition as they adapt to a changing environment and increased demands. External forces such as increased accountability, high stakes testing, changing family needs, the technological age, and society's demands upon schools have left educators searching for leaders to help them negotiate through the maze of change and reform. High stakes tests and B-school results are viewed by the community, and conclusions are drawn solely from these reports about whether or not the school is a success. Leithwood and Riehl (2003) accurately note that B-schools are operating in an environment of heightened concern for student achievement. These schools are being forced to restructure the manner in which they educate students. Schools are also experiencing the impact of communication and information changes brought on by technological advances. These technological developments and the means for acquiring and sharing information have changed the classroom forever. Professors must learn new and better teaching and assessing methods. These new methods are often contradictory to their accustomed teaching style. In addition, due to the technological changes we see today, students come to school acting very differently than those students attending school years ago. Students today live in a fast-moving, information and stimulation-saturated environment (Fisher & Baird, 2006/2007), and research indicates that students are more engaged when teachers use technology appropriately and effectively in the classroom (Deaney, Ruthven, & Hennessy, 2003; Frye, 2007/2008; Hennessy, Ruthven, & Brindley, 2005; Ungerleider & Burns, 2002). With this in mind, classrooms must be changed to teach these technology-savvy students.

As new technology in the classroom emerges, teachers must be able to adapt and change teaching styles and strategies to incorporate this technology (Baird & Fisher, 2005).

Incorporating new technology and acquiring better teaching and assessing practices are necessary to meet the needs of students today. This change in classroom practices is realized through professional learning. Effective school leadership is a key factor in determining the quality and processes involved in professional learning (Flores, 2004). Transforming B-school directors must empower others to engage in the type of continuous learning that will bring about these changes.

Research Problem:

Society's demand for reform is stronger than ever, and B-schools have much more to accomplish and often must accomplish it with fewer resources. In some cases, teachers and administrators experience "burnout" due to all of the internal and external demands placed upon them (Buckley, Schneider, & Shang, 2005; Dorman, 2003). Causal factors of burnout have been linked to classroom management, workload, school climate, low decision-making power, role ambiguity, and little support from superiors and peers (Abel & Sewell, 1999; Betoret, 2006; Bryne, 1994; Leithwood & Beatty, 2008). Without adequate skills to adapt to the changes and stress related to their jobs, Directors and teachers often experience frustration and exhaustion, leading many to leave the field of education (Byrne, 1994; Friedman, 2002; van Dick & Wagoner, 2001). B-Schools need administrators who can manage the daily stressors of the job and who are able to lead teachers through the current school change and reform efforts. In such a complex and changing environment, a B-school administrator must be able to articulate a vision for success, inspire others to embrace the vision, and have the ability to make the necessary changes happen (Hallinger & Heck, 1998; Leithwood & Jantzi, 1999b).

Effective Leadership

Research reveals that although Directors may have little direct influence on student work, their indirect influence has a substantial effect on student engagement and achievement (Hallinger & Heck, 1998; Leithwood, & Jantzi, 2000; Marzano, Waters, & McNulty, 2005). Marzano et al. (2005) conducted a meta-analysis of B-school leadership research, examining the effect of leadership on student achievement. This meta-analysis included 69 studies of 2,802 elementary, middle, high, schools in the United States and other countries with similar cultures published between 1978 and 2001. Based on their analysis of the research, Marzano et al. (2005) concluded that there was a positive correlation between effective school leadership and student achievement.

If B-schools are going to emerge from this hyper-accountability period as effective B-schools, directors must be a positive driving force for deep cultural change. These Directors must attend to specific leadership tasks and actions. Open and constant communication is vital during this quest for change. It is the Director who must communicate to his/her staff that the mission of the B-school is to educate all students (DiPaola, Tshannon-Moran, & Walther-Thomas, 2004; Hawalah, 2005; McLaughlin & Hyle, 2001). Communication lines must flow openly, not only from the top to bottom, but also from the bottom up. The director must monitor and attend to the needs of the school. It is the director who guides the progression of school culture, and this culture is the underlying foundation for effectiveness (Flores, 2004; Lucas & Valentine, 2002). The Director must involve the professors in the decision-making process and encourage professors to be leaders in the school (Leithwood & Beatty, 2008). Fostering a culture of unity and leading the focus on common goals are essential as the school experiences a cultural change. It is important that Directors, professors, and students all strive towards a common goal and vision (Donaldson, 2006; Hawalah, 2005). Sergiovanni (2005) states that the B-school leader must transform the school by uniting both administrators and teachers in higher-level common goals.

Literature Review

Transformational Leadership

The roots of transformational leadership are found in the work of James MacGregor Burns (1978) who is generally considered the founder of modern leadership theory (Bass, 1999; Marzano et al, 2005; Masi & Cooke, 2000; Parry & Proctor- Thomson, 2002). Burns's work is primarily found in the political realm, and he identifies leadership as the action of leaders persuading followers to work towards certain goals that represent the values, needs, aspirations, and expectations of both leaders and followers (Burns, 1978). According to Burns, leaders are able to persuade followers through their teaching role of leadership. Additionally, he believes that the brilliance of leadership lies in the way leaders view and act upon their own values and motivations, as well as those of their followers. He confirms that there is a moral aspect of leadership and believes transformational leadership "is grounded in conscious choice among real alternatives" (p.36). The followers must have the opportunity to experience and understand the different options or actions the leader may be prescribing. Burns further contends that the leadership role is most powerful if leaders help to develop their followers into leaders. In other words, the transformational leader is constantly supporting the evolution of leaders within the organization, and in doing so; these transforming leaders affect real change (Burns, 1978). Transformational leadership theory has been the subject of much research, both in the business world (Bass & Avolio, 1990; Bass, Waldman & Avolio, 1987; Bommer, Rich & Rubin, 2005) and in educational settings (Hallinger, 2003; Leithwood & Jantzi, 1999a; 1999b; 2000). Bommer

et al. (2005) found that transformational leadership behaviors reduced employees' cynicism about organizational change in a manufacturing firm. Leithwood and Jantzi (1999a; 1999b; 2000) have studied transformational leadership in educational settings, reaching the same conclusions about the positive effects of transformational leadership. Their research indicates that transformational leadership had a positive and significant effect on student engagement and organizational conditions. Bass and Avolio (1990) describe four characteristics of transformational leadership: inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence. The *Four I's*, as they are called, is fundamental to the transformational leadership section of this study. The first characteristic of transformational leadership, **inspirational motivation**, was once considered to be synonymous with the charisma a top-level leader would exhibit. It is now recognized as being much more than charisma and is seen at all levels of organizations (Avolio et al, 1991). The potential for inspiring others can lie in personal accomplishments, improved communication skills, and the role mentoring plays in motivating others. The leader is particularly able to improve his/her level of inspirational motivation when the vision and goals are shared by other employees. This leader is proactive in seeking to minimize errors, but when mistakes occur, the situation becomes a learning experience instead of an opportunity to punish or criticize (Bass 1990). This leader remains optimistic during times of crisis, sets an example of being a hard worker, and searches for the means to reduce barriers and improve the work environment (Avolio et al, 1991).

Individualized consideration, the second characteristic, involves the leader diagnosing and evaluating the individual needs of the followers as opposed to treating all followers as having the same needs. Leaders who exhibit this characteristic provide feedback while coaching and advising followers, giving them the ability to take on more responsibilities. These responsibilities do not stop at job duties, but they also include the personal responsibility for their own learning and development. These leaders are known for removing roadblocks within the system so the employees can reach full potential (Avolio et al., 1991; Bass, 1990). Individualized consideration leads to the empowering of individuals who can make a difference in an organization.

The third characteristic, **intellectual stimulation** focuses on creativity and innovation. The leader encourages others to take a new look at old problems and barriers. The follower learns to analyze situations and problems so that he/she can create his/her own strategies to solve issues. Ultimately, the followers become problem solvers without the leader's assistance. The leader is also open to and intellectually stimulated by the thoughts and ideas of the followers. Through intellectual stimulation, followers are able to conceptualize, comprehend, and creatively generate solutions that lead to higher productivity and satisfaction (Avolio et al., 1991; Bass, 1990).

Idealized influence is the fourth characteristic of transformational leadership as defined by Bass and Avolio (1990) and focuses on the vision and sense of mission the leader conveys to others. Transformational leaders show respect for others while building confidence and trust among those who report to them. It is within this characteristic that leaders create leaders by showing others that they can accomplish their goals (Avolio et al., 1991; Bass, 1990). Avolio et al. (1991) contend that idealized influence is a combination of the other three characteristics with the addition of a strong emotional connection to and identification with the leader.

Emotional Intelligence

Salovey and Mayer (2007/1990) were the first to define emotional intelligence as a subset of social intelligence, referring to a person's ability to deal with his/her emotions (Law et al., 2004). They believe that emotional intelligence does not prescribe outcomes but rather supports a course of "personal investigation that can occur in the context of the person's own politics, ethnicity, religion, and other characteristics" (Mayer & Salovey, 1997, p. 41).

Another prominent researcher in the field, Bar-On (2000), has proposed a mixed model of emotional intelligence which sometimes is referred to as a trait model consisting of ten components. He refers to his model as an emotional and social intelligence model. The components of this model include self-regard, emotional self-awareness, assertiveness, empathy, interpersonal relationships, stress tolerance, impulse control, reality testing, flexibility, and problem-solving (Bar-On, 2000).

Mayer and Salovey (1997) contend that emotional intelligence is ability and can be measured as such. The Mayer/Salovey original framework describes skills surrounding the accurate evaluation and expression of emotions, the effective regulation of emotions, and the use of emotions to motivate and achieve. In the original framework, the researchers did not address the use of thought facilitation, but they have come to understand through later research that a person recognizes feelings in oneself, others, and objects, and they have refined their definition of the construct to reflect this understanding (Mayer & Salovey, 1997). With this in mind I will use the following refined definition of emotional intelligence for the purposes of this study:

The Salovey and Mayer theory of emotional intelligence is classified as an ability model because it reveals the ability to process emotional information. The model is divided into two areas, experiential and strategic, and includes four branches. The two branches within the experiential area are the identification of emotions branch and the use of emotions to facilitate thought branch. The strategic area includes the understanding emotions branch and managing emotions branch (Kerr, Garvin, Heaton, & Boyle, 2006; Mayer et al., 2000).

The first branch, identifying emotions, involves emotional recognition and expression. The abilities in this branch include being able to identify emotions in self (both physical and psychological states) and in others, and the ability to express emotions accurately and to be able to discern between feelings (accurate vs. inaccurate and honest vs. dishonest). This branch focuses on self-awareness and emotional awareness. Within this branch, the accuracy of perception and judgment is stressed (Caruso, 2008; Mayer, & Salovey, 1997; Salovey, Mayer, & Caruso, 2007/2002). From a leadership perspective, identification of emotions is pivotal to a leader's understanding the needs and wants of others, as well as knowing the difference between what someone says and what he really means. If a leader can identify those emotions around him/her, it will allow for more effective responses and actions. Furthermore, the type of self-awareness that comes with strong identification skills influences a leader's performance (Caruso et al., 2003).

The second branch involves the use of emotions to facilitate the thought process. This includes the abilities to redirect and prioritize feelings, to produce emotions assisting in judgment and memory processes, to take advantage of mood changes, to understand multiple view points, and to utilize emotional states to problem-solve and exhibit creativity. This branch focuses on using emotions as part of the thinking process (Caruso, 2008; Mayer & Salovey, 1997; Salovey et al., 2007/2002). Leaders can motivate through the use of emotions by generating enthusiasm and excitement in the work. These leaders often engage in symbolic management, using symbols such as stories or traditions to motivate others (Caruso et al., 2003). Leaders who score high on use of emotions typically are open-minded and are comfortable considering and encouraging diverse and creative solutions. Zhou and George (2003) assert that emotional intelligence facilitates creativity. These researchers contend that it is the emotionally intelligent leader who guides others to capitalize upon, instead of being a victim of, their own emotions.

Emotionally intelligent leaders who seek creativity must be able to help others see possibilities and must be flexible in their thinking. Oldham and Cummings (1996) found that employees exhibited more creative behaviors when supervised in a supportive environment where they were encouraged to voice their concerns and opinions. The third branch, emotional understanding, includes the ability to recognize emotional causes and consequences, to understand relationships and complex feelings, to combine or blend emotions, to recognize contradictory states of emotions, and to comprehend transitions among emotions. Also important in this category is having a grasp of the language of emotions. This is accomplished by possessing a broad emotional vocabulary which helps people to better describe their emotions and the emotions of others (Caruso, 2008; Mayer & Salovey, 1997; Salovey et al., 2007/2002).

The fourth branch, emotional management, includes the abilities to acknowledge pleasant and unpleasant feelings and to manage emotions in self and others. Included in this branch is the ability to manage an emotional state by engaging in it, prolonging it, or detaching from it. Mayer and Salovey (1997) state that these abilities within the branches develop in a sequence, starting with the identification of emotions and culminating with the management of emotions (Caruso, 2008; Mayer & Salovey, 1997; Salovey et al., 2007/2002). Managing emotions allows leaders to deal with all of the stressors that are inherent to the job while also facilitating strong, working relationships that contribute to a positive work environment. Managing emotions can aid a leader in dealing with emotions, both in self and in external emotional situations. Often the wrong response to a situation is preceded by a lack, or “slip,” in emotional management. Managing emotions does not imply that emotions are restricted or held at bay for fear of inappropriateness. It refers to the leader’s ability to be aware of and open to different feelings as a part of his/her thinking processes. The leader who scores high in managing emotions realizes that emotions come with important data that must be considered when making decisions and choosing actions or reactions (Caruso & Wolfe, 2004).

The most recent measurement tool designed to measure this ability model of emotional intelligence is the Mayer-Salovey-Caruso Emotional Intelligence Test, v.2 (MSCEIT). The MSCEIT is based on the theory that emotional intelligence involves the use of emotions to solve problems and is very different from the self-measurement tools and surveys which have been developed to measure emotional intelligence competencies and traits. In fact, it has a low correlation with such tests (Mayer, Salovey, Caruso, & Sitarenios, 2007). The MSCEIT yields a total score, two area scores, and scores for each of the four branches of emotional intelligence: identification, use, understanding, and management of emotions. The MSCEIT is the emotional intelligence measurement tool used in this study.

Research Objectives:

1. Is there a relationship between the emotional intelligence and transformational Leadership of Directors of Management Institutes?
2. Do specific branches of emotional intelligence positively correlate with transformational leadership?
3. Is there a relationship between emotional intelligence and other non transformational Leadership styles in the Directors of management institutes?
4. Are emotional intelligence and transformational leadership related to the effectiveness of a director of management institute?

Research Hypotheses

In an effort to discover answers to the research objectives, the following null hypotheses were established:

Hypothesis- 1. There is no correlation between emotional intelligence and transformational Leadership.

Hypothesis- 2. There is no correlation between emotional intelligence and non-transformational Leadership styles.

- (a) There is no correlation between contingent reward and emotional intelligence.
- (b) There is no correlation between active management-by-exception leadership and emotional intelligence.
- (c) There is no correlation between passive management-by-exception leadership and emotional intelligence.
- (d) There is no correlation between laissez-faire leadership and emotional intelligence.

Hypothesis-3. There is no correlation between emotional intelligence and Directors effectiveness.

Hypothesis- 4. There is no correlation between transformational leadership and Directors effectiveness.

While this study is concerned with the relationship between transformational leadership and emotional intelligence, null hypothesis tests whether there is a relationship between emotional intelligence and other types of leadership styles.

Considering a wide range of leadership styles, the research should reveal that other non transformational leadership styles do not correlate positively with emotional intelligence scores. These null hypotheses were generated with the expectation that there is a positive relationship between emotional intelligence and transformational leadership.

Furthermore, it is believed that both emotional intelligence and transformational leadership are positively related to effectiveness.

Research Methodology

Sample

Invitations to participate in the study were extended to 42 Directors of different management institutes in Pune, which is the hub of management institutions, resulting in a 71.42% return rate. The participants with positive response in the study included 30 B- school directors out of which, eighteen of the Directors were male, and twelve were females along with five to seven teachers who worked with each of the director. The age of the directors ranged from 45 to 65 years. These directors were randomly chosen and convenience sampling was the main criteria. There were no limiting factors on choice of participants in relation to years of experience, race, gender, or location. The 30 directors completed the MSCEIT. Each director was asked to name 15 teachers in their school who could rate the director's leadership style by completing the transformational leadership questionnaire, the MLQ.

Directors were asked to recommend teachers with various years of experience ranging from 1-5 years, 6-10 years and over ten years of experience. The Directors were told that the teachers should also represent different subjects or grade levels. These guidelines would help to ensure that the teachers participating had varying levels of experience and perspectives. For purposes of anonymity, 7 of the 15 teachers recommended were randomly selected to be invited to complete the survey. Five to seven teacher surveys were completed for each director. All directors had worked with their teachers for a minimum of five months prior to being rated.

Research Instrument:

Given the fact that this study is based on the ability model of Emotional Intelligence as defined by Mayer and Salovey (1997) the MSCEIT was chosen for this study and Bass and Avolio's Multifactor Leadership Questionnaire 5X (MLQ) was used to measure the transformational leadership style of Directors.

For the purpose of MSCEIT correlation study, standard scores were used to represent abilities in each of the four branches: identifying, using, understanding and managing emotions.

For transformational leadership, the MLQ used a five response Likert scale ranging from (0-4).

These scores were reported as raw data for each of the 45 questions on the MLQ. Using the key to the MLQ, which indicates which question measures specific leadership styles or effective leadership actions, scores from each of the questions were combined and averaged to reflect the mean score for each leadership style and effective leadership behavior.

The individual teachers' mean ratings were combined to give each director an overall mean score for leadership styles and effectiveness. These mean scores represented the MLQ data for correlation purposes.

Questions on the MLQ focus on the individual behaviors of the leader. Since the measurement section focusing on transformational leadership is interested in behaviors that transform others, the questions have been designed to focus on how the leader's behavior affects those colleagues with whom he/she works.

The nine effectiveness questions from the MLQ used in the research included four questions which addressed the effective ability of the principal as it related to the teacher's work, three questions related to encouraging teachers to apply extra effort, and two questions specifically questioned the satisfaction on the part of the teacher due to the principal's leadership. These questions admittedly only apply to effectiveness as it applies to the teacher's work from his/her perspective. Adding other effectiveness measures which are more quantifiable in terms of improvement and achievement, such as climate surveys, teacher efficacy measures, student engagement, and standardized tests scores, may lead to a deeper understanding of the effect emotional intelligence and transformational leadership have in school settings.

For the purpose of this study, the expert consensus scoring method is used. The four branches of emotional intelligence (e.g., identifying, using, understanding, and managing) are scored using items that draw on eight different tasks. In the faces task, the participant views pictures of faces that indicate the degree of a particular emotion.

The picture task is similar, with the only difference being that landscapes and abstract designs are viewed. In the sensations task, an emotion is generated and matched with a sensation such as hot or cold. The facilitations task requires a judgment to be made about moods that are paired with specific cognitive tasks and behaviors. The blends task involves identification of emotions that can be combined to form other emotions. In the changes task, an emotion is identified that is the result of an intensification of other feelings. The emotional management task consists of stories, and the respondent is asked to determine the actions that are most effective for obtaining a specific target outcome. Lastly, the emotional relationship task asks the respondent to choose actions that are effective in the management of others' emotions (Mayer et al., 2007/2000). The structure of the test is shown below:

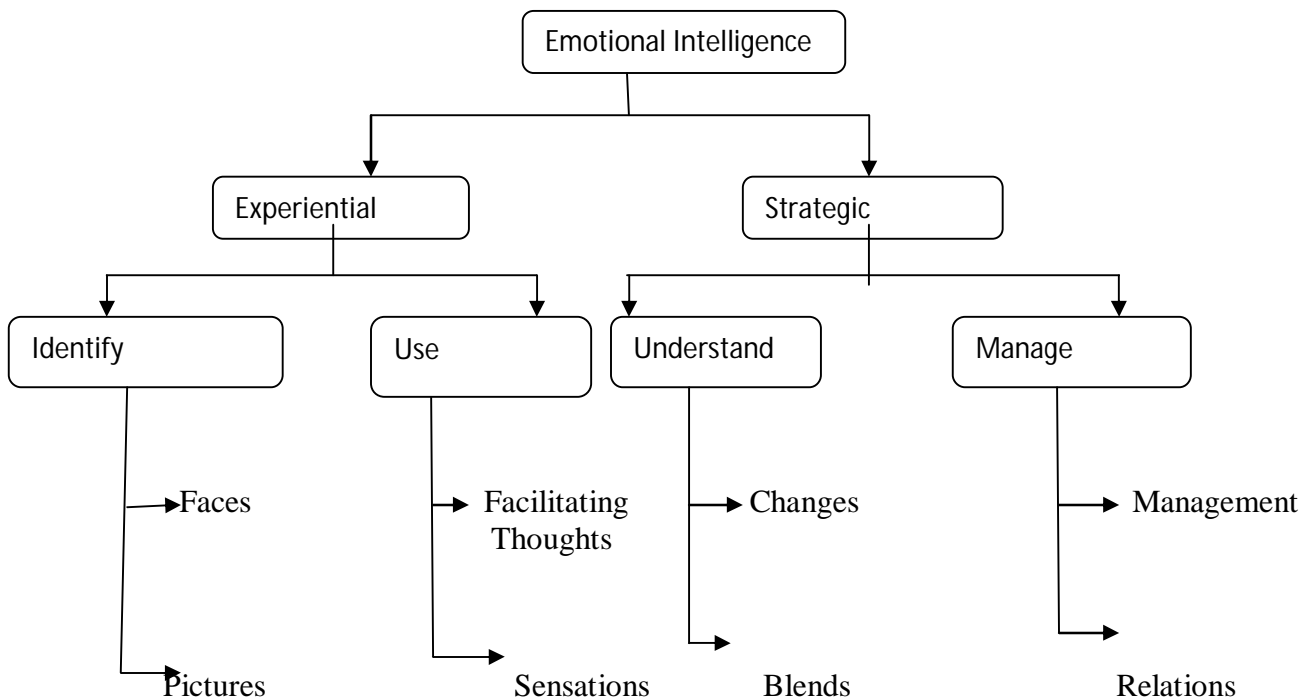


Figure MSCEIT Scoring Structure. The MSCEIT yields a total score, 2 area scores, 4 Branch scores and 8 tasks scores.

Statistical Package for the Social Sciences (SPSS) software was used to correlate and analyze the data.

MSCEIT Reliability

Internal consistency of the scales was assessed using a standardization sample as reported in the MSCEIT Users Manual (Mayer et al., 2002). The full scale emotional intelligent quotient (EIQ) reliability of the MSCEIT is reported as 0.91, while the experiential and strategic reliability scores are 0.90 and 0.86, respectively.

Branch scores range from 0.76 to 0.90.

MSCEIT Validity

MSCEIT Factorial Validity

MSCEIT	Goodness-of-Fit Index
8 Subscales	0.97
2 Areas	1.00
4 Branches	0.99
Total	0.96

MLQ Reliability Scores

Transformational Characteristic	Reliability (Follower Rating)
Idealized Influence-Attributed	0.77
Idealized Influence-Behavior	0.70
Inspirational Motivation	0.83
Intellectual Stimulation	0.75

Individualized Consideration	0.80
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MLQ Validity

To test the construct validity of the MLQ, its authors have completed studies testing the present nine factor model against various other models. The nine factor model has been demonstrated as being superior with a goodness-of-fit index of .91 for a follower rating (Avolio & Bass, 2004). While some studies have reported low discriminant validity between the transformational scales, construct validity based on the overall transformational leadership concept has been found to be valid (Carless, 1998).

Furthermore, discriminant validity has been established between transformational leadership scales and the other scales on the MLQ (Tejeda, 2001).

Data Interpretation

The transformational score is obtained by combining the four characteristic scores: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Testing Hypothesis 1

Null hypothesis 1 states that there is no correlation between emotional intelligence and transformational leadership. The alternative hypothesis supports a theory that there is a positive relationship between emotional intelligence (EI) and transformational leadership (TL). To test this theory, the Director’s total MSCEIT scores were correlated with their total MLQ teacher rater scores.

Analysis of the data indicated that the directors emotional intelligence and transformational leadership styles were positively correlated, Pearson’s $r(30) = .37, p < 0 .05$. This positive correlation is indicated in Table1 and suggests that there is a relationship between the emotional intelligence and transformational leadership of the principals.

TL and EI Correlation (Table1)

EI	TL
	Pearson Correlation
	.37
	Sig. (2-tailed)
	.04962
	N
	30

*Correlation is significant at .05

Testing Hypothesis 2

Null hypothesis 2 asserts that there is no correlation between emotional intelligence And non-transformational leadership styles. The study tested this hypothesis using four leadership styles measured by the MLQ and indicated in Table. Null hypothesis 2a tested the correlation between contingent reward and emotional intelligence, finding a significant positive correlation, Pearson’s $r(30) = .38, p < .05$, as shown in Table 2.

MSCEIT/Leadership Styles Correlation (Table 2)

		a.) Contingent Reward	b.) Active Management by-Exception	c.) Passive Management by-Exception	d.) Laissez-faire
EI	Pearson’s r	.38	0.15	.02	-.15

	Sig. (2-tailed)	.037	0.416	.925	.43
	N	30	30	30	30

*Correlation is significant at .05

Due to the evidence of a significant relationship between contingent reward and Emotional Intelligence, null hypothesis 2a is rejected. Contingent reward refers to the proactive monitoring and positive feedback utilized by leaders. This could be explained by Bass' (2008) belief that contingent reward shares some common aspects of transformational leadership.

Null hypothesis 2b tested the correlation between active management-by-exception leadership and emotional intelligence. Active management-by-exception refers to the constructive, proactive transactional aspects of leadership. As displayed in Table 2, there is no evidence of a significant correlation, Pearson's $r(30) = .15, p > .05$, between this leadership style and emotional intelligence. Thus, null hypothesis 2b is accepted.

Null hypothesis 2c examined the correlational relationship between passive management-by-exception leadership and emotional intelligence. This passive leadership style is more reactive in nature, with the leader becoming involved only when punitive measures are needed to correct problems. There is no significant correlation between passive management-by-exception and emotional intelligence, Pearson's $r = .02, p > .05$, as shown in Table 2. Null hypothesis 2c is accepted.

Null hypothesis 2d is the last non-transformational leadership style considered in the study. This hypothesis tested the correlation between laissez-faire leadership and emotional intelligence. Laissez-faire leadership is described as inactive leadership, leaving all decisions and responsibilities to the subordinates (Bass, 2008). As evidenced in Table 2, the relationship between laissez-faire leadership and emotional intelligence is negative but insignificant, Pearson's $r = -.15, p > .05$, hence; hypothesis 2d is accepted.

Testing Hypothesis 3

Null hypothesis 3 stated that emotional intelligence is not correlated to director's effectiveness. The suspected alternative hypothesis would reflect a positive correlation between the two constructs. The correlation between emotional intelligence and the effectiveness mean were found to be positively significant, Pearson's $r = .38, p < .05$ as shown in Table 3.

Effectiveness Correlations (Table 3)

		EI	TL
Effectiveness	Pearson's r	*.38	.90
	Sig. (2-tailed)	.039	.000
	N	30	30

. *Correlation is significant at .05

**Correlation is significant at .01

To measure effectiveness, the extra effort, effectiveness, and satisfaction scores taken from the MLQ were averaged to arrive at a mean effectiveness score (as rated by each teacher).

Testing Hypothesis 4

Null hypothesis 4 stated that transformational leadership is not correlated to Director's effectiveness. The alternative hypothesis is similar to hypothesis 3 in that a positive correlation is suspected. The transformational total score and the same effectiveness scores as described in hypothesis 3 were correlated. It was evident that a very significant positive relationship did exist, Pearson's $r = .90, p < .01$. These results are indicated in above Table 3. Based on this positive correlation, null hypothesis 4 is rejected. Null hypotheses, correlations, and their corresponding results are indicated in Table 4.

A connection between perceived effectiveness and both emotional intelligence and transformational leadership was also realized from the analysis of the data. Somewhat mixed results were found. The MLQ measures a full range of leadership behaviors with transformational leadership being at one end of the spectrum and laissez faire leadership on the opposite end. This study found that transformational and contingent reward behaviors correlated significantly with emotional intelligence. Moving down the leadership behavior spectrum on the MLQ, correlations were insignificant and less with each behavior ending with a negative (insignificant) relationship with laissez faire. It seems the further removed from transformational behaviors, the less of a correlation with emotional intelligence was evident.

Table 4-Null Hypothesis and corresponding results

H0	Correlation	Results-Accept/Reject
1	EI & TL	Significant/Rejected
2a	EI & Contingent Reward	Significant/Rejected
2b	EI & Management-by-Exception Active	Not Significant/Accepted
2c	EI & Management-by-Exception Passive	Not Significant/Accepted
2d	EI & Laissez-Faire	Not Significant/Accepted
3	EI & Effectiveness	Significant/Rejected
4	TL & Effectiveness	Significant/Rejected

Implications and Recommendations

Table 5 depicts the continuum of leadership styles and the corresponding correlations with the MSCEIT. Based on the results of this study, it is evident that the leadership styles having transformational characteristics (transformational and contingent reward) correlated significantly with emotional intelligence, while those leadership behaviors that are considered more corrective or non-existent have no significant relationship with emotional intelligence.

Table 5
Leadership Styles, Descriptors, and Correlations with EI

Leadership Styles H0	Descriptors	Correlations with MSCEIT	
(1) Transformational	Transforming others into leaders; motivate followers; challenging expectations set	Pearson's r Sig. N	*0.37 0.045 30
(2a) Contingent Reward	Constructive transaction; positive feedback & rewards	Pearson's r Sig. N	*.38 .037 30
(2b) Management-by-Exception Active	Corrective transaction; monitors mistakes; proactive	Pearson's r Sig. N	0.15 0.416 30
(2c) Management-by-Exception Passive	Corrective transaction; reactive; slow to take action;	Pearson's r Sig.	0.02 0.925

	negative feedback & disciplinary action	N	30
(2d) Laissez-Faire	Non-leadership; inactive; no clear goals	Pearson's r Sig. N	-0.15 0.430 30

The results of this study do align with previous research indicating a link between transformational leadership and emotional intelligence (Daus & Ashkanasy, 2005; George, 2000). The effectiveness of the two constructs as they apply to leadership has also been shown to be positive, which is supported by prior research in the field (George, 2003; Koh et al., 1995; Leithwood & Jantzi 1999a, 1999b; Wong & Law, 2002). A strong command of one's emotions and the ability to recognize and aid in directing others in extreme emotional experiences appear to make the leader more effective (Dasborough, 2006). Since transformational leadership and emotional intelligence positively correlate and are also related to effectiveness, it can be proposed that improving transformational leadership and emotional intelligence skills could benefit directors as they seek to lead their staffs through the ups and downs of cultural change. The present study combined with prior research in the field of leadership warrants several recommendations for director preparation, practice and research.

Director preparation programs should consider including a study of emotional intelligence and training on how specific strategies and skills can enhance the leader's abilities and skills in the day-to-day interactions with all stakeholders. Another consideration for director leadership preparation programs should be the study of transformational leadership particularly as it pertains to cultural change.

Current Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership do not include transformational leadership or emotional intelligence skill building. The standards do include skills which could be taught through transformational leadership and emotional intelligence training. Specifically, Element 1 which addresses vision planning, development and implementation with examples of facilitating teamwork, supporting innovation and developing leadership in others, could be met through transformational leadership training. Likewise, Element 3 references the ability to involve staff in building consensus, communication, and resolving conflicts, all which could be improved through emotional intelligence skill building (National Policy Board for Educational Administration, 2002).

The MLQ and MSCEIT could prove to be valuable measurement tools for use in leadership training programs for principals and aspiring directors. Both instruments and subsequent interpretation and skill building could benefit the leader seeking to improve his/her leadership skills.

Additional research including other effectiveness measures such as B-school culture, climate, teacher efficacy, and student achievement is needed. It would be very beneficial to education leadership scholars and practitioners to learn more about the interaction between such measures and both emotional intelligence and transformational leadership. How to work with B-school directors to improve their emotional intelligence skills as they seek to transform those around them into leaders is still a question that needs further study. Emotional intelligence is a relatively new theory, and few research studies have investigated the interaction between the principal ship and emotional intelligence.

The Directorship is a highly stressful occupation where many factors out of the Director's control interact to produce highly charged emotional experiences (Bloom, 2004). Expanding

research in the area of educational leadership in relation to both transformational leadership and emotional intelligence using large, random samples is warranted, particularly when controlling for other factors, such as the size of the B-school, school level, B- school demographics, and teacher and student statistics.

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