

# Relationship Intensity of Transformational Leadership towards Tutoring Efficiency among Emotionally Intelligent Teaching Professionals Working In Self-Financing Institutions

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## Abstract

Teaching professionals with robust emotional bondage in academic arena entails emotional intelligence (EI) skills to perk physical and mental wellbeing. Emotional proficiency can be enhanced by acquiring knowledge to manage and apply emotional reactivity. Transformational leadership (TL) recognized in various altitude build productive teaching professionals progressively imperative to inspire collective environment. In recent trends, emotional intelligence in academicians extends with relationships among emotional intelligence and transformational leadership is significantly challenging. The current research intended to examine inter-relationship between ability of teaching professionals and their levels of emotional intelligence. The study also exhibits its impact on transformational leadership towards teacher and learner interaction in self-financing institutions. The results provided support for an approach which suggested the teaching professional's levels of emotional intelligence. The components / variables like competency of teaching professional's includes educational qualification, occupation status, academic excellence, involvement in consultancy works, emotional outcomes and blends, skills management and application learning skills have positive inter-relationship with transformational leadership in enhancing mentoring efficiency and effectiveness in self-financing institutions.

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## INTRODUCTION

The curiosity of social scientists in recent years on studies in the domains of emotional intelligence with transformational leadership is emerging. Continued research in emotional intelligence along with transformational leadership of various social concentrated in the studies of emotional intelligence and its relationship with transformational leadership. However, it is certainly a massive task of defining apparent inter-relationships among emotional intelligence (EI) with transformational leadership (TL). Emotional intelligence is an ability to realize self-emotions and emotions of others' which helps to analyze and utilize emotional information to guide thinking and behaviour of an individual (Salovey & Mayer, 1990). Transformational leaders perform as mentors to their learners by motivate to learn and realize self-development. Transformational leaders' reveal magnetic behaviour, stimulating value, inspiration, motivation and encourage their followers with individualized contemplation. Affirmative behaviours among teaching professionals transform their learners / students by inspiring them to attain fullest potential and incite utmost levels of performances. Transformational leaders measure the potentials of their followers in terms of their capabilities to realize dedication and envisioning their responsibilities (Dvir et al., 2002). EI is a prerequisite for the successful transformational leader. Emotionally intelligent professionals are satisfied in their workplaces and more committed with their performances (Abraham, 2000), accomplish greater success (Miller, 2007) and provide healthier performances in their workplaces (Goleman, 1998; Watkin, 2000). The elements of EI like self-confidence, empathy and self-awareness which are core for visionary transformational leadership (Goleman et. al., 2002). The application of positive emotions in workplaces encourages their decision-making and inculcates an intelligence of enthusiasm, trust and co-operation among peer group through inter-personal and intra-personal

relationships (George, 2000). Thus, as like organizations an effective management of emotional intelligence in academic institutions among teaching professionals are constructive towards transformational leaders. They can able to manage positive and negative emotions in themselves and others. Teaching professionals employ emotional intelligence and transformational leadership competencies like emotional balance, empathy, adaptability, teamwork, inspiration, positive outlook and emotional self-awareness for building emotional and social leadership for providing better performance in workplaces (Goleman, 2016). The current study is administered to attain enhanced perceptive of competency among teaching professionals and their levels of emotional intelligence which correlates with their transformational leadership behaviours for enhancement of emotional skills and abilities. This study also attempted to study about the relationships between competency of teaching professionals working in self financing institutions and their levels of emotional intelligence along with transformational leadership located in Coimbatore District of Tamil Nadu.

## REVIEWS ON EMOTIONAL INTELLIGENCE & TRANSFORMATIONAL LEADERSHIP

In recent years, academic industry has turned into double loop learning which entails adaption of goals and decision-making in lights of experience which are indispensable to meet needs and prospects of students / learners, parents and community. The devotion of teaching professional's was influenced by their individuality and performance. Emotional intelligence enables people to deal with balance and maturity. Matured behaviours of individual's transform their followers through inspiration to accomplish their results at fullest potential which engender utmost high levels of performance. Consequently, transformational leadership is highly adopted in an underlying principle of leadership strategy which causes transformation in minds of the self and their social systems. It ultimately builds

valuable and affirmative changes among their followers by having the target of elevating them as leaders. Leadership effects on professional commitment are completely mediated with teacher efficacy. The high expectations from the teaching professionals are to develop ability of their learners in core academic area. A transformational leader reveals fascinating behaviours, stimulate admiration, motivation, intellect and perform with individualized contemplation with their followers. Thus, this segment covers literary reviews on teaching professional's emotional intelligence and their transformational leadership skills. Various researches conducted on emotional intelligence for last decades focused on adaptive usage of cognitive behaviour in their activities. Theorists like Gardner specified that concepts of inter-personal and intra-personal intelligent theories provided were base for further studies in emotional quotient. Moreover, intra-personal intelligence is an capability to understand one's own emotions and inter-personal intelligence is one's ability to understand emotions of others (Gardner, 1999). Moreover, Goleman in 2001 suggested that this intelligence is associated with social competencies, such as empathy and social skills. Besides, Palmer and Stough in 2001 expressed inter-relationship between EI with transformational leadership and EI with the types of leadership. Also, teaching professionals concentrate on simple rewards and punishment rely on managing-by-exception. Results of this current research revealed that the components of transformational leadership are associated with emotional intelligence which indicates EI as a dynamic factor in becoming transformational leader in their workplaces. In accordance with results of various authors, the research conducted by Bass in the year 2008 implicated that transformational leader persuading others which subject to status-quo, analyze situations and affordability of innovative elucidation to mature exertion. They utilize their learners and followers in the concern of widespread purpose as divergent towards deployment of power (Bass, 2008). Also, transformational leadership

obtain in-depth knowledge through learning which results in complete transformation of behaviours and custom (Hallinger, 2003). Along with various research studies on transformational leadership, research studies on emotional intelligence conducted by Similarly, it has been found from research study conducted by Dvir in 2002 that transformational leaders apply additional power for expansion and elevation of objectives of their clique which provides them with self-confidence to execute beyond their expectations. Behavior of transformational leaders renovates their followers through inspiration to attain fullest potential to reach utmost level of performance. It has been elucidated in the study conducted by Gardner and Stough in 2004 compared the association between emotional intelligence and various dimensions of transformational leadership where there is an increase in ability of the leader through inspirational motivation and intellectual stimulation. 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 diverse forms of respect can direct to affirmative results. Also, Humphreys and Einstein in 2013 have indicated that transformational leaders operate on personal value systems with virtues of integrity and reliability. With the expression of individual values, transformational leaders connect their followers with their goals and beliefs. It has also been specified by Kupers and Weibler in 2016 that transformational leadership theories demands their leaders with emotionally capable self-management components. Emotional knowledge, competencies and skills are obtained all the way through training and experiences (Caruso et al., 2003). The research conducted by Ganesan and Lakshmipriya in 2013 showed that emotionally intelligent teaching professionals cannot carry and hold capability to visage potentially tough information and actively seek opinions on their task processes, progress and performance from societal contributions. Also,

emotional knowledge and skill acquisition harmonize approaches of various leadership skills. Also, teaching professionals requires understanding and learning methods of channelizing their own emotions, which are attributed through socio-economic factors like self-analysis, self-expression and self-motivation also emotional aspects facilitate teaching communities in achieving academic prosperity and stability (Lakshmi Priya, 2019). Thus, it is understood from above reviews of literature which reinforces requirement of more research in this field of emotional skills focused on contemplation and favourable during the formation of self-vision, goals and beliefs. Along with that, teaching professionals with constructive emotional skills encourage their environment towards transformational leadership. The ultimate purpose of current research is to analyze relationship of EI and transformational leadership which has been applied to educational arena. Thus, with support of above literature, current research streams of leadership examined the alignment of leadership behaviours through transformational theories and emotional skills particularly inherent in academic arena.

### **NEED & RELEVANCE**

In rapidly changing educational environment teaching professionals are essential to formulate required changes through development of shared societal responsibility. The assessment of inter-relationship between emotional intelligence and transformational leadership dependent on various theories and tools adopted. Research adopting the competency and mixed model of EI has yielded mixed results (Gardner & Stough, 2004). The correlation and regression analyses were taken place between competency level of teaching professionals and their levels of emotional intelligence were investigated in this research study among teaching professionals. It has been found that emotions can increase loyalty, mutual trust and commitment of teaching professionals for enhanced managerial productivity if they are utilized effectively in suitable manners. Besides, augment innovation in

teaching methods and faculty cooperation improves outcome of academic success. With regard to that, Goleman argued that the leaders who are emotionally intelligent control their feelings through self-consciousness, improve their self-regulation, effectiveness through empathy and behaviour improve morale in others through proper management of relationships. Also, his theories firmly believed that EI is pre-requisite for successful leadership. People with higher levels of Emotional intelligence are more fascinated with transformational behaviors (Goleman, 2016). As understood from the expressions of various authors as clearly specified in reviews of literatures and theoretical frameworks, teaching professionals who are emotionally intelligent deals with emotional issues effectively, offers better solutions, prevent from inflexible decision-making, building trust and cooperation within their learners and management. The current research was carried out to address the above research gaps while investigating the relationships among emotional intelligence and transformational leadership of teaching professionals working in private self-financing institutions located in Coimbatore District of Tamil Nadu, India.

### **OBJECTIVES**

To analyze relationship between levels of emotional intelligence and transformational leadership for teaching efficiency amongst teaching professionals

### **ASSUMPTION & HYPOTHESES**

Emotions are critical ingredient for most favourable information processing, societal networking, 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 essential for the professional and ethical behaviour which is a vital 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 EI with 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 respondent's from core management colleges (B-Schools)). The data were analyzed using Statistical Package for Social Sciences (SPSS 20.0v) to find correlations and regressions of levels of EI and transformational leadership. The Spearman's Brown coefficient and Guttman's Split-half coefficient were analysed as 0.78 and 0.77 respectively for testing the reliability of the administered interview schedule.

### Variables Used

The current research 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 administered to analyse the significant associations and predictors of the levels of emotional intelligence and transformational leadership among teaching professionals. This section 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 Teaching Professionals Competency & Levels of Emotional Intelligence

Factors	$\chi^2$	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 of Teaching Professionals Competency & 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 teaching professionals competency 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. The result indicated 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, EI on skills management and EI on 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 <sup>2</sup>	$\beta$	F	p
<b>EI on Transformational Analysis (EITL)</b>					
EQ,	0.312	0.097	0.164	1.17	< 0.05
CWU			0.185	8	

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, EI on skills management and EI on application learning skills were not found to be 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 teaching professionals' competency and levels of emotional intelligence with transformational leadership clearly expressed the positive as well as negative impact of levels of emotional intelligence in transformational leadership if it is high or low amongst teaching professionals in self-financing institutions. The

results of Chi-Square test expressed associations between teaching professional's competency and emotional intelligence level 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 of current research study have been aligned with the findings of previous researches indicated the positive relationship between transformational leadership and emotional intelligence. The research results conducted by Day and Carroll in 2004 expressed that identification of emotional behaviour was positively correlated with the individual performance in the task of decision-making. The results of current study is associated with the research study conducted by Rode et al. in 2007 found that EI was directly or indirectly inter-related with the individual performance with transformational leadership like academic excellence, work behaviour, vision building, intellectual stimulation, inter-personal effectiveness and group behavior effectiveness. It has also been exhibited that results of significant correlations between teaching professionals' competency and their levels of emotional intelligence with transformational leadership. Educational qualification has been significantly and positively associated with the emotional intelligence towards transformational leadership at 95 percent confidence level of significance. EI on emotional outcomes and blends, EI on skills management and EI on application learning skills were significantly and positively correlated with EI on transformational leadership at 99 percent confidence level of significance. This result indicated that transformational leadership is ensued by competency of teaching professionals (educational qualification) and levels of emotional intelligence (emotional outcomes and blends, skills management

and application learning skills). The research studies conducted by various researchers of the domain linked leadership behaviours with emotional intelligence to outcomes (Moss et al., 2006; Wong & Law, 2002). It has been analysed from the current research that teaching professionals with better emotional intelligence can better understand and motivate others in the course of the usage of positive emotions. The study conducted by Hayashi and Ewert in 2006 showed that skills management and application learning skills of teaching professionals found moderate relationship between EI and transformational leadership. The current result exposed that skills management and emotional outcomes were inter-related to authority, intellectual stimulation and inspiring motivation. The findings of regression analysis analysed the predictors of teaching professional's competency and levels of emotional intelligence worked in private self-financing colleges to analyze their transformational leadership. 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, EI on skills management and EI on application learning skills were not found significant. As argued by Goleman in 1998, emotional intelligence is the pre-condition for thriving leadership was the main motive 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 realise their own emotions and emotions of others know effectively how 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 findings of this current research study proved that emotional intelligence are associated with the competency 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 inter-related and associated with EI 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 to reap individual towards managerial success. By developing individual competencies and levels of emotional intelligence, teaching professionals can be developed with their sense of identity, commitment and control over emotions in their work places.

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