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## **PREDICTION OF EMOTIONAL INTELLIGENCE BASED ON THE TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES**

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### **ABSTRACT**

The main objective of this study is to investigate the relationship between the principals' emotional intelligence with transformational and transactional leadership styles at departments of education in Tehran during the school year of 2012-13. The research method is descriptive and has correlative type. The statistical population consists of all 5000 principals working at in the departments of Education in Tehran. The sampling has the stratified random and simple type and the sample size is obtained equal to 400 according to Kerjcie and Morgan Table. This study applies two standard questionnaires with the aim at investigating the relationship between the principals' transformational and transactional leadership styles with emotional intelligence. The first questionnaire is the standard questionnaire of Goleman Emotional Intelligence Questionnaire (1995) containing 28 items, and the second is the transactional and transformational leadership style questionnaire (MQL) with 36 items. The validity of 87% for emotional intelligence and 96% for leadership style questionnaire. The results of multivariate regression analysis indicate that there is a positive significant relationship between the principals' transformational and transactional leadership styles with emotional intelligence at departments of education. Finally, the regression equation is obtained as follows.

emotional intelligence = 85.269+ 0.129 (transactional style) + 0.228 (transformational style)

**Keywords:** *Transformational Leadership, Transactional Leadership, Emotional Intelligence*

### **INTRODUCTION**

Regarding the key role of education, Green (1997) explains that education provides the technical knowledge and skill that industry requires it in future and the fact that governments depend on this knowledge to have an effective and strategic programming. In addition, education develops the people's attitudes and motivation in order to confidently work in a group and actively participate in the national development plans. Educations are included in those social systems which have been recognized as the society's engine of raising awareness and the basic center of thought and reflection. Nowadays, no developed country is found that has reached its present status without relying on its active and equipped educations. Today, educations can be considered as the heart of the dominating and successful civilizations (Green 1997).

Because of profound changes which have affected our today's world, the universities and educations, even more than ever, have been in the focus of prolonged international and social discussions which devote to the goals and ideals of universities as well as their roles in guidance and leadership (Feigenbaum, 1994). The most important issue in each system, especially in higher education system, is the selection and appointment of the managers and leaders in a way that they can effectively administer the higher education institutes. Drucker (1954) believes that the managers are the most valuable resources of the organizations (Drucker, 1954). The qualified and knowledgeable managers are able to achieve the organization's goal using their own abilities, specialized knowledge and vocational experiences while they apply less resource and increase the efficiency of the organization. One of the qualifications that the university managers should possess is high emotional intelligence.

In his study, Smith found that there is a relationship between the emotional intelligence and leadership of change (Smith, 2006). The results of the study done by Cook showed that emotional intelligence has a positive effect on the principles of performance leadership (Cook, 2006).

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The new century has brought a new wave of change. The environment of the organizations is more dynamic than before. It has made the organizations explore the new ways for success and even survival in such an environment, and move towards flexibility, dynamism, and transformation (Yazdanshenas, 2008). In order to cope with the unsecure environment and continuous changes, there is an urgent need for people who play the role of a leader. It is clear that a traditional leader cannot survive in the third millennium, and the world needs the leaders who are transformational (Ansari, 2006) because, the activities of a transformational leader provide the companies with the possibility to promote their performance, when they compete in an unpredictable, and unstable environment. The origin of transformational leadership paradigm goes back to 16th century in studies done by Makiavel. Furthermore, this term was independently used by Antowan for the first time, and Bass and Avolio developed it (Yukl, 2002). Regarding different viewpoints, theoreticians presented different theories which changed the leadership views. In 1950s, the studies continued following behavioral approach. The most important change in the recent stage was introducing transformational and transactional leaderships by Burns which Brayman refers to it as “new leadership viewpoint (Zardoshtian, 2008).

Based on the question above, the following hypotheses are examined:

Main hypothesis: There is a relationship between the principals' leadership style with emotional intelligence at Department of Education in Tehran.

**MATERIALS AND METHODS**

This research is applied in terms of objective and is a kind of correlative study. The statistical population consists of all 5000 principals working as the management at department of Education in Tehran during the school year of 2012-2013. According to the sample size in Morgan Table, 400 individuals are selected according to stratified random sampling and the questionnaire is distributed among them. The applied tools are the standard questionnaire of Goleman Emotional Intelligence Questionnaire (1995) containing 28 items, and Bass & Avolio transformational and transactional leadership style questionnaire (1985) (MQL) with 36 items. The validity of 87% for emotional intelligence questionnaire, and 96% for leadership style questionnaire. The linear multivariate regression analysis and SPSS software are utilized for analyzing the obtained data.

In this regard, the main question of this study is as follows: To what extent is the portion of each variable of principals' leadership style in explaining the principals' emotional intelligence at Department of Education in Tehran?

**RESULTS AND DISCUSSION**

**Results**

The multivariate regression analysis is applied for examining the research hypotheses according to the research questions, types of variables, and collected data. The statistical indexes associated with the subjects' scores in emotional intelligence and leadership style questionnaires are presented in Table 1:

**Table 1: Summary of descriptive indicators associated with the principals' transformational and transactional styles and their emotional intelligence**

	Mean	Media	Mode	SD	Ske wne	Kurtosi	Minimu	Maximu	Kolmogor	Significa
	n	n			ss	s	m	m	ov- Smirnov	nce level
Transformational	59.6925	56	58	9.40207	0.400	0.674	25	92	0.938	0.182
transactional	38.6100	38	37	7.28736	0.338	0.227	22	63	1.323	0.060
Emotional Intelligence	1.0733	1.0500	96	2.0952	0.331	-0.500	57	162	1.123	0.073

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The values above indicate that the median, mode and mean are close to each other for all variables and the values of skewness and kurtosis, which are less than 1, indicate that the data is normally distributed and the mean can be used as an index in parametric statistics.

**Main research hypothesis:** There is a correlation between the principals' leadership style with emotional intelligence at departments of education in Tehran.

In this regard, the linear regression analysis is applied to determine the contribution of each independent variable (leadership style) on the dependent variable (emotional intelligence). The regression analysis allows the researcher to predict the variability of independent variables through the independent variables and determine the portion of each independent variable in explaining the dependent variable; the results are presented as follows.

**Table 2: Obtained regression coefficients**

Independent variables	Dependent variable: emotional intelligence				
	Unstandardized coefficients	Standardized coefficients	t	Significance level	
	B	standard error	Beta		
Constant value	85.269	6.491		13.136	000
Transformational leadership style	0.404	0.095	0.228	4.228	000
transactional leadership style	0.295	0.121	0.129	2.436	0.015

$F = 7.413, R = 0.231, R^2 = 0.053$  and  $adjusted\ R^2 = 0.046$

According to the data in Table 2, the value of  $R^2 = 0.053$  indicates that 5.3% of variance changes in emotional intelligence variable can be justified by principals' transformational and transactional leadership styles. The observed value of  $R$  (0.231) also indicates that the linear regression model can be applied for prediction. Furthermore, the ratio of calculated  $F$  (7.413) is also significant at the confidence level of 99%. According to the data of table, the transformational style is significant with a beta coefficient of 0.228,  $t = 4.228$  and the significance level of 0.000, the transactional with beta coefficient of 0.129,  $t = 2.436$ , and the significant level of 0.015. It can be concluded that according to the signs of calculated coefficients which are positive, there is a significant positive relationship between the principals' transformational and transactional leadership styles with emotional intelligence. In other words, the emotional intelligence is increased by enhancing the principals' transformational and pragmatic leadership styles.

$$\text{emotional intelligence} = 85.269 + 0.228 (\text{transformational style}) + 0.129 (\text{transactional style})$$

**Discussion**

In response to the main question, based on the relationship between the principals' transformational and transactional leadership styles with emotional intelligence, the regression test is applied and the results indicate that there is a positive and significant relationship between the principals' transformational and transactional leadership styles with emotional intelligence. This finding is consistent with the findings by the following researchers;

1- Mohammadkhani (2010) found the following results by conducting a study entitled as "Investigating the relationship between the managers' transformational and transactional leadership styles and emotional intelligence in Bank branches of Mashhad": In general, There is a relationship between the managers' transformational leadership style and emotional intelligence, but the emotional intelligence increasingly affects the managers' performance and the managers with transformational leadership styles have higher emotional intelligence than the pragmatic managers (Mohammadkhani, 2010).

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2- Tajik found the following results by conducting a study entitled as "Investigating the relationship between the students' emotional intelligence and social capital at Islamic Azad University of Varamin, Pishva (Tajik, 2012).

Social capital has the structural, interactive and functional features and the functional (mutual support) is examined in this study. The results indicate that the more the individuals' social capital is enhanced in functional dimension, the more the emotional intelligence is increased. The married and employed people have higher social capital and thus higher emotional intelligence.

3- Feizi and Abedini conducted a research entitled as "Investigating the relationship between the emotional intelligence and social capital (case study)" and found the following results: There is a direct relationship between the emotional intelligence and components of social capital, thus the social capital of organization can be promoted by considering the emotional intelligence index at the beginning of service and the emotional education during the service (Feizi, 2009).

4- Nemati conducted a study entitled as "Investigating the impact of principals' transformational and transactional leadership styles on emotional intelligence at high schools of Kerman City" and achieved the following results (Nemati, 2012).

The transformational leadership style affects the emotional intelligence and the managers with transactional leadership styles have lower impact on social capital.

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