

An Exploratory Study of Emotional Intelligence Towards Leadership Effectiveness

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ABSTRACT

The capacity to establish outcomes while simultaneously exchange and sharing in putting their skills to use to achieve those outcomes is an essential component of good leadership. The finest leaders know their followers inside and out, and they focus more on the positive aspects of their followers than they do on their shortcomings. Magnificent leaders aren't oblivious to their own or others' shortcomings; rather, leaders are confident in the knowledge that their strengths give them a competitive advantage. As a result of this, the purpose of this study is to construct a framework on the effectiveness of leadership through the measurement of five (5) dimensions of emotional intelligence. These dimensions include self-awareness, self-regulation, motivation, empathy, and social skills. The following aims are illustrated for a better understanding of the study, which seeks to comprehend the notion of leadership and its behavior in order to obtain effectiveness in the education business. Obviously, the researcher wishes to comprehend the concept of emotional intelligence in order to contribute to the advancement of knowledge by utilizing Process Leadership Theory as well as the overarching theoretical framework for this investigation. The discussion in this study indirectly strengthens the leadership qualities of Chinese school principals. The authority of the education system and administration will benefit from this study by gaining an understanding of the competency of each school's principal and being able to use this information into training and competency modules

keywords: leadership effectiveness, emotional intelligence, China, secondary school

I. INTRODUCTION

Leaders or managers are essential to the corporate world. While effective leaders can provide numerous benefits for an organization, ineffective leaders are frequently damaging. Managers are individuals who are totally accountable for managing, sustaining, and operating organizations. It implies that managers are the pillars of their firms and have the authority to do whatever it takes to generate profits for their own workplaces (Putra & Sentosa, 2018).). It is difficult to be a good manager who can handle every responsibility. Most managers believe they are in charge of their workplaces (Bisson & Folk, 2000). The managers implement the process of getting things done through people to do actions that are sometimes required to attain personal or corporate goals. It implies that competent management performed by managers results in a profitable firm at the top, to the delight of stockholders, but pays little attention to the organization as a whole (Kellerman, 2010). As a result, the competency of leaders and managers inside an organization is the subject of various studies. It does not matter whether the organization is in the private, public, or non-profit sector, the competencies is needed and one of it is intelligence quotient (IQ), or the

ability to solve an objective problem, can be used to determine whether a person is competent enough (Brown & May, 2012).

In addition, there are additional instruments for assessing human competences, spiritual quotient and emotional quotient (Stomff, 2014). Emotional quotient refers to the capacity to comprehend our own and others' emotions (Goleman, 1998). This quotient is necessary for an individual to be a competent employer. The belief that emotional intelligence is crucial in determining whether a pacesetter is effective or not (Bhavsar et al., 2022). Some managers believed that their accomplishment was solely responsible for their organization's success, with no contribution from their subordinates, workers, or others in the vicinity. It seems that the interaction between superiors and subordinates, as well as their employees and the surrounding population, is problematic. Relationships between managers, subordinates, workers, and societies outside of organizations are crucial, as interaction with others and the environment will facilitate production processing. Nonetheless, this integrated relationship is necessary to protect society and the environment from unwanted impacts and issues. In fact, a large number of businesses and corporations gain greatly from their efforts and become increasingly wealthy. However, societies and their surroundings are drawn into poverty (Rizeanu & Momanu, 2022).

A successful manager in the modern world or the era of globalization must be sensitive enough to arrange any strategic opportunities, be the architect of the organization, and motivate subordinates and workers toward this new change by applying and practicing not only intelligence quotient but also emotional and spiritual quotients. Leaders or managers who are cognizant of social responsibility and who prioritize social responsibility in their processing activities may be classed as managers with good personal qualities (Sadler, 2003). Managers with good personal qualities, such as high self-esteem, should be more aware, confident, self-directed, decisive, constantly expressing new ideas, and getting along with people, especially subordinates and workers as their organization's followers (Gallos, 2008).

Due to such problems and debates, the purpose of this study is to examine the substantial association between emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) and leadership effectiveness among Chinese school principals. The following aims are illustrated for a better understanding of the study, which seeks to comprehend the notion of leadership and its behaviour in order to obtain effectiveness in the education business. Obviously, the researcher wishes to comprehend the concept of emotional intelligence in order to contribute to the advancement of knowledge.

II. LITERATURE REVIEW

A. Leadership Effectiveness

It is difficult to predict what attributes leaders will possess in roughly a decade. For many years, however, strategic vision, team building, motivation, diligence, dialogue, and loyalty have defined leadership (Kwiatkowska et al., 2022). According to the Webster dictionary, the term "lead" means "to guide down a path." In addition,

"leader" is defined as "one who leads and possesses commanding authority or influence." In addition, "leadership" is defined as "the position of head of a group, organisation, or institution. The capacity or authority to lead others" (Surji, 2015). On the basis of the preceding definitions, leadership is the process by which an individual inspires a group to attain a common objective. Therefore, leadership is not merely influence, but it cannot exist in the absence of influence. Each organisation determines its own path to transformation, including in its pursuit of Industry 4.0 (Gajdzik, Grabowska & Saniuk, 2021).

The extremely dynamic character of the market, the growing importance of employee motivation to achieve organizational goals, and the ongoing quest for additional sources of competitive advantage all contribute to the increasing significance of leadership in contemporary businesses (Grout and Fisher, 2011). Leaders have been and continue to be the engine of change. The dynamic organisation should be aware of the characteristics and skills of poor leaders in order to know what good leaders should avoid (Akter, Ahmed, Sentosa & Hizam, 2022). Additionally, each industry has certain criteria and expectations for its executives. The distinctiveness of business operations dictates the leadership competencies and talents (Szczepańska-Woszczyńska & Gajdzik, 2016).

Face-to-face connection, positive correlation, interpersonal skills, and group behaviour are crucial components for constructing an ecosystem in which Industry 4.0 enterprises can learn through collaboration. The notion can also provide the opportunity to satisfy the needs of group members and can be beneficial for developing their ties. Effective leadership aids the nation in times of danger. It also contributes to the success of the corporate organisation and facilitates the mission fulfilment of the non-profit organisation. Effective parental leadership enables children to mature, remain healthy, and become productive adults and contributing members of society (Simangunsong, Hutasoit & Sentosa, 2020). In order to guarantee absolute success in any leadership role, this study will focus on the variables that contribute most to developing a high-quality and effective leader. In their paper, Kwiotkowska et al. (2022) measure leadership effectiveness using two (2) indicators: leader performance and worker satisfaction.

Table 1: Measurement Items for Leadership Effectiveness

Indicator	Items
Leaders' performance	My leader has the ability to trigger a change in this company
	My leader has had a significant impact on increasing networking with other companies.
	My leader has had a significant impact on increasing effectiveness in this company
	My leader has had a significant impact on increasing profitability in this company
Worker satisfaction	We are satisfied with the facilities provided by our leader
	We are satisfied with the fairness demonstrated by our leader.
	We are satisfied with the promises delivered by our leader.

B. Emotional Intelligence

In 1990, researchers Peter Salovey and John Mayer were the first to mention emotional intelligence, which is the ability to understand and manage one's own emotions as well as the ability to recognize and influence the emotions of others. Emotional intelligence, or EI, can be characterised in a variety of ways for professional development and selection purposes. In the lack of objective evidence, the matching of personality traits or emotional skills to various jobs is frequently relied on the personal experience or prejudice of career development specialists, making it difficult to apply an emotional assessment method to career (Cherniss & Goleman, 2001). Nonetheless, such experience and career bias may result in erroneous judgments of certain jobs and a list of personality traits that have little to do with effective job performance.

However, what has been stated above may be applicable to EI, but not to personality models that have been studied for decades. Nevertheless, Barrick and Mount (1991) stated that the role of personality traits in three job domains, namely job proficiency, training proficiency, and personnel data such as salary, turnover, and tenure; for a variety of careers; can be measured using the "big Five" model, a well-known personality framework. Despite this, those who score highly on the quality known as "conscientiousness" also score higher on all three job criteria for professional areas. In addition, extraverts did better than introverts in management and sales positions solely. On the other hand, those who are more creative and flexible, or those high on openness, tend to benefit more from training, whereas those who are trusting and agreeable, or those who scored highly on a trait known as "agreeableness," are comparable to those who are cynical, sceptical, and aggressive.

In addition, persons who were less anxious, depressed, or emotionally stable fared worse compared to those who were not, but more nervous professionals performed better than their emotionally stable counterparts. In addition, Tett, Jackson, and Rothstein (1991) discovered that job performance may be predicted using some of the aforementioned attributes; it is important to remember that these traits account for around 10 percent of the variance in measured job performance. Extensive database of jobs and EI claimed by Bar-On EQ-i, a self-report assessment of 15 personality traits or emotional competencies, including assertiveness, emotional self-awareness, flexibility, happiness, empathy, impulse control, independence, interpersonal relationship, optimism, problem-solving ability, reality testing, self-actualization, self-regard, social responsibility, and stress tolerance. Further, Stein and Book (2000) analysed the relationship between EQ-i scores and "self-reported workplace success" on thousands of people; applying the five most important EQ-I factors related to the workplace, such as self-actualization, happiness, optimism, self-regard, and assertiveness; and listing the top five factors for a variety of careers.

Emotional intelligence was later popularised by psychologist Daniel Goleman, who emphasised the importance of emotional intelligence in leadership roles (Goleman, 2019). Daniel Goleman's emotional intelligence theory outlines five components of EQ: self-awareness, self-regulation, motivation, empathy, and social skills. Emotional intelligence can be applied to meet goals and targets, as well as create a happier and healthier working culture.

Following this, a number of academics have investigated the significance of emotional intelligence in a variety of contexts (Rizeanu & Momanu, 2022; Stomff, 2014).

C. Self-Awareness

The "inside-out" method is the first step in the effort to acquire emotional intelligence competencies. One can begin to recognize that one's lens of the world can be either clear or warped depending on how accurately they are aware of their own habits, biases, strengths, and limits. Self-deception, rationalization, and irrational thinking are frequent problems that distort a person's capacity to see the world clearly and can make it challenging for them to help others and build strong connections. Building a strong sense of self-awareness is crucial to creating a positive sense of self and is a crucial component of emotional intelligence (Caldwell & Anderson, 2021) especially for leaders. For each leader or managers, making decisions in interpersonal interactions requires the use of conscious thought and emotional feelings (Goleman, 2005).

Personal experiences, historical events, and past and present relationships that have considerable emotional weight and that influence perceptions of present and future intentions and behaviors also influence that which is rationally thought about and cognitively logical (Schein & Schein, 2016). Self-awareness was deemed a crucial emotional and social ability by Cherniss and Goleman (1998) while creating a program to integrate emotional intelligence in organizations. The importance of self-knowledge and the precision with which people report their feelings as being an important aspect in determining emotional intelligence are also discussed by Mayer, Salovey, and Caruso (2000). Based on this research, the purpose of the study we describe in this chapter was to examine the relationship between emotional self-awareness and leadership performance (Rizeanu & Momanu, 2022).

D. Self-Regulation

Self-regulation can be defined as the capacity to control or redirect disruptive impulses and emotions; disposition to delay judgement and reflect before acting (Goleman, 2004). Emotional regulation involves recording, analyzing, and reflecting on one's emotions in order to maximize their interpersonal and intrapersonal value (Rubio, Ángel, Esteban & Ruiz, 2022). Self-regulation is the capacity to alter one's behaviour (Baumeister & Vohs, 2007). Three phases comprise self-regulation: top-down, reflection, and bottom-up. According to Zimmerman (2008), self-regulation consists of three phases: top-down, reflection, and bottom-up.

The first step consists of prior thought, top-down processing, and the establishment of learning objectives. The second phase is execution. Utilize bottom-up processing throughout this period of learning by monitoring one's intellect, motivation, and behaviour. The third step involves introspection. At this point, students evaluate a performance and assess what works and what needs improvement in order to progress. High emotional intelligence must be exhibited by a person's actions (O'Brien et al., 2011). A person with high intelligence (EI) and good self-regulation abilities will aid them in academics and social interactions. Emotional intelligence is associated to

emotional awareness and self-control, positive thinking, empathy, and compassion for others (Siregar, Rachmadtullah & Pohan, 2018).

E. Motivation

Motive (from Latin *motus*, which means "moving, motion," is the past participle of *movere*, which means "to move." The researcher recognise that motivation has different conceptualizations (Weiner, 2013; Wigfield, Eccles, Roeser & Schiefele, 2009), including that which is an inner or societal stimulus for an activity; yet the inner is the primary focus in traditional educational discourse. A lack of motivation may indicate a lack of emotional maturity, and if motivated but unsuccessful, it may indicate a lack of intelligence (Bekerman & Zembylas, 2018). As according to Goleman (2004), motivation in the workplace is the desire to work for reasons other than money or prestige; the predisposition to pursue goals with vigor and perseverance.

Ryan and Deci's (2000) model distinguishes between intrinsic motivation, in which the subject finds the action interesting and satisfying in and of itself, extrinsic motivation, external to the individual, in which the reason for acting is some consequence (gaining a reward or avoiding punishment), and demotivation, or a lack of motivation. In addition, motivation is a complex process where formed by biological, cultural, social, learning, and cognitive characteristics, predicated on the existence of a motive or reason that pushes an individual to commence, develop, and complete an activity (Burón, 2006). However, it should be kept in mind that, when confronted with the same situation, individuals do not respond or motivate in the same way, leading the researcher to conclude that there are several types of motivation (Arias, Soto-Carballo & Pino-Juste, 2022).

F. Empathy

German psychologist Theodore Lipps coined the term "*einfuhlung*" (meaning "in-feeling") in the 1880s to describe the emotional awareness of another's feelings where the origin word of empathy comes from (Ioannidou & Konstantikaki, 2008). Further, empathy has been defined as the process of comprehending another person's subjective experience by vicariously experiencing it while keeping an objective perspective. Empathy appears to play a significant influence in therapeutic relationships (Wiseman, 1996). Empathy is the recognition of others' feelings and their causes, as well as the capacity to participate in an individual's emotional experience without becoming part of it. Empathy, according to Gagan (1983), is the capacity to sense one's own emotions while simultaneously transferring them. While Goleman (2004) stated that empathy referring to the ability to comprehend the emotional nature of others and to respond appropriately to their emotional reactions. Empathy and confidence are the basis on which any effective relationship, understanding and communication can be built. Both are crucial in developing ideas and solutions, in problem solving, effective communication and avoiding or preventing conflicts, and important for leadership effectiveness (Jani et al., 2022).

G. Social Skills

According to Goleman (2004), social skills are the ability to manage relationships and form networks, as well as the capacity to locate common ground and establish rapport. The organisational environment also encompasses the social environment, and through the new paradigms of valuing the human being, social skills have been gaining popularity in organisations, sometimes being disseminated through emotional intelligence (EI), which, according to the authors, is also a field of scientific study concerned with interpersonal relationships (Peixoto & Muniz, 2022). The term social skills refer to various classes and subclasses of social behaviours in an individual's repertoire, which are valued by culture, and which contribute to the promotion of healthy and productive interpersonal relationships, being situational and learnable throughout life (Del Prette & Del Prette, 2017).

The researcher formulates several hypotheses based on the corroborating literature as follows:

Hypothesis 1: Self-Awareness has a significant relationship towards leadership effectiveness.

Hypothesis 2: Self-Regulation has a significant relationship towards leadership effectiveness.

Hypothesis 3: Motivation has a significant relationship towards leadership effectiveness.

Hypothesis 4: Empathy has a significant relationship towards leadership effectiveness.

Hypothesis 5: Social skills has a significant relationship towards leadership effectiveness.

III. CONCEPTUAL DEVELOPMENT

The researcher uses Process Leadership Theory as the overarching theoretical framework for this investigation. There are a growing number of leadership theories that place emphasis on the processes leaders go through to achieve their goals. These include servant leadership, learning organizations, principal-centered leadership, and charismatic leadership. In the early 1970s, Greenleaf popularized the concept of servant leadership. The concept of "servant leadership" has been revisited with renewed interest since the early 1990s. Leaders who adopt a servant mentality are urged to pay close attention to their followers' concerns and to show empathy, care, and support for them. Someone who is naturally submissive was entrusted with the position of leadership. Leaders who are servants put their followers' needs first and work to increase their independence, freedom, and intelligence. More than the "haves," the servant leader cares about the "have-nots" and sees them as equals (Greenleaf, 1996).

Organizational leaders should serve as stewards (not masters) of the organization's vision rather than its employees. Leaders in organisations that are always evolving and improving do their best to articulate and cultivate a vision that is bigger than themselves. The leader fits in with the group's or community's overall goals and values. These process leadership theories, along with others that have arisen, tend to indicate that leaders' primary function is to promote the welfare of their followers. The field of leadership research looks to be developing in a definite way. Since its inception, the study of leadership has progressed from a focus on innate abilities and rights to one on learned skills and styles to one on situational and relational forms of leadership to one on the function of groups and

group processes to one on the interaction of the group's members, with an emphasis on individual and institutional moral advancements (Yammarino, 1999). Since the researcher is interested in how the concept of emotional intelligence affects leadership performance, the selected theory is well suited to be used here.

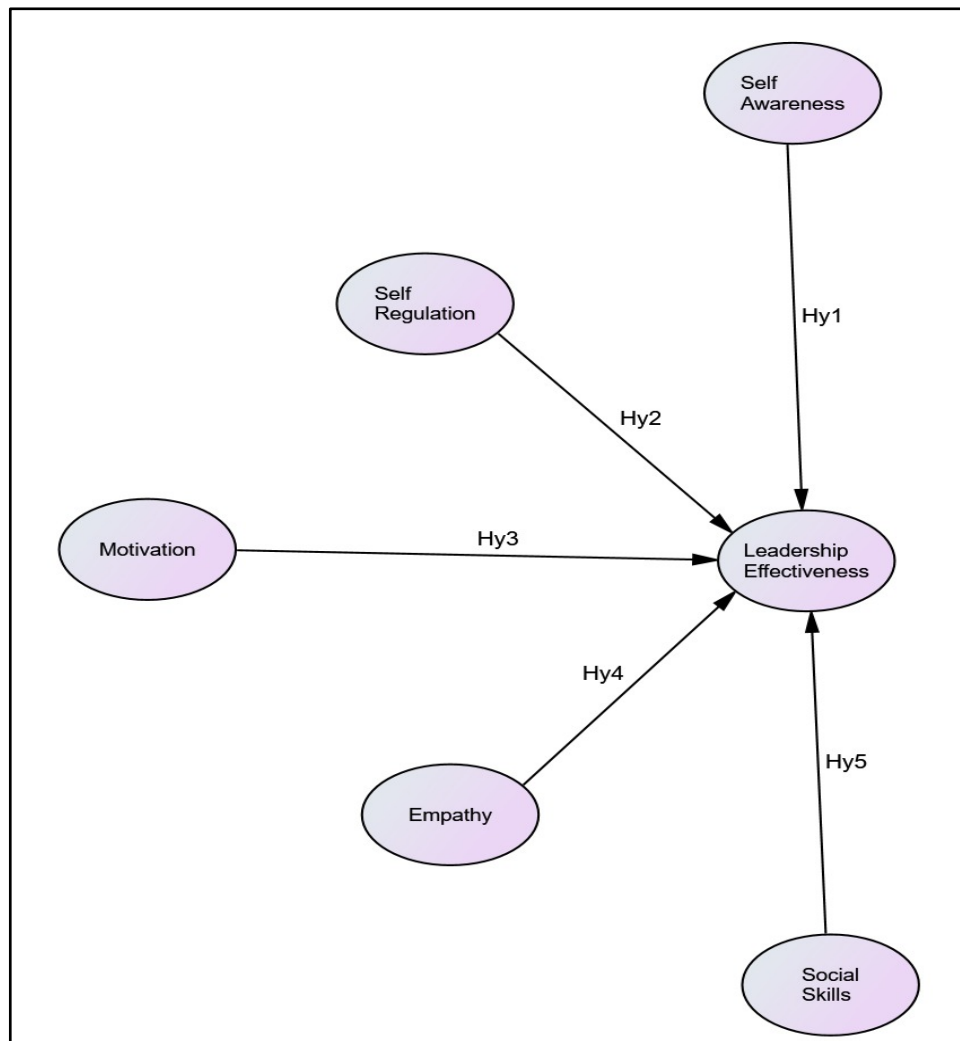


Figure 1: Conceptual Framework

Figure 1 illustrates how this research sets the groundwork for developing a theory of emotional intelligence and its consequential link to leadership effectiveness. The researcher proposed a second-order construct approach in order to measure the relationship of exogenous factors (self-awareness, self-regulation, motivation, empathy, and social skills) (emotional intelligence components by Galomen's notion (2004) to the endogenous variable (leadership effectiveness). The method of the study also takes into account ways in which educational institutions, especially secondary schools in China, can be involved in order to improve the quality of their service delivery and their efficiency as an institution. The ability to understand and explain complex and well-organized events, in which all parts have meaningful connections to one another and make substantial contributions to the whole, is made possible by adopting a holistic perspective.

In this study, the population of interest is Chinese school principals; therefore, data will be collected from them to serve as a sample. This framework works well with any type of management system and can be easily adapted to new systems, and there is a clear delineation between the various parts in terms of their ability to manage resources and accomplish the organization's goals. The fields of psychology and human resource management can make extensive use of this framework.

IV. DISCUSSION AND RECOMENDATIONS

The suggested framework supports the idea that a complex interplay between the entire system of institutions, from the top to bottom, is the primary driver of education system performance. Advocates of effective leadership are confident that the status quo from the past should not serve as a blueprint for the future. According to the researchers involved, transformative leaders who succeed do so because effectively articulate appealing visions for the future. Leaders are characterized by exemplary behavior and a dedication to the organization's mission, its long-term goals, the alignment and transformation of processes, and the cultivation and education of its followers. With an effective leader, the proposed framework will have a substantial impact on the organizational efficiency. Aside from that, it would be crucial to conduct new studies for the purpose of conducting a better inquiry into how work organizations have comprehended emotional intelligence and what activities they have supported in order to improve the performance of workers.

It is possible that organizations are simply following a trend when it takes into account an emotional intelligence perspective that is not supported by scientific research. In either case, these organizations are missing the opportunity to reflect on the true significance of emotional intelligence in the workplace (Peixoto & Muniz, 2022). The awareness of emotional intelligence through its dimensions, which include self-awareness, self-regulation, motivation, empathy, and social skills, is anticipated to become a crucial metric for measuring the effectiveness of leadership. The goal of the present study is to indirectly strengthen the leadership qualities of Chinese school principals. The authority of the education system and administration will benefit from this study by gaining an understanding of the competency of each school's principal and being able to use this information into training and competency modules. Interestingly, this framework has the potential to be applied as a comprehensive approach for assessing the performance of school systems and for addressing obstacles and challenges in education. It is vital for the formulation of a roadmap for the educational route in China.

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