LEADERSHIP STYLES AND EMOTIONAL INTELLIGENCE OF MANAGIRIAL LEVEL EMPLOYEES IN TELECOMMUNICATION INDUSTRY IN SRI LANKA

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ABSTRACT
This article attempts to identify the relationship between Leadership styles and emotional intelligence. The study was conducted on the non contrived setting in telecommunication industry. A structured questionnaire was developed and modified to gather information. Universal sampling technique was applied to select the sample and it was 95 executive level employees attached to one of the leading telecommunication organizations in Sri Lanka. Kurt Lewin(1939)’s three leadership styles: Authoritarian, Participative, Delegative, were used as the base in leadership style. Daniel Goleman(1998)’s mixed model was used in order to identify the level of emotional intelligence of leaders having different leadership styles. The impact of gender on emotional intelligence was also analyzed. The statistical results of the study revealed that Emotional intelligence, of Leaders having participative leadership style is greater than leaders with authoritarian leadership style and delegative leadership style. The study further revealed that there is no significance different of the level of Emotional intelligence among female leaders and male leaders.

KEYWORDS: Emotional intelligence, participative leadership, authoritarian leadership and delegative leadership

Introduction
Leadership can be defined as” the process of influencing an organized group towards accomplishing its goals”. Keith (2008) states that, "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen." According to Ken (2000), "effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals." Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. This definition is similar to Northhouse’s( 2007) definition . Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.
In the past, business believed that a leader was like the captain of a ship, cool, calm, and collected. Now we see that leaders need to be human. They need to be in touch, they need to empathetic, and they need to be with the people. Leaders need to be part of what’s going on, not apart from what’s going on. (Luthans, 2008). Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study; education, training, and experience (Jago, 1982). Leaders carry out this process by applying their leadership knowledge and skills. This is called Process Leadership (Jago, 1982). However, we know that we have traits that can influence our actions. This is called Trait Leadership (Jago, 1982), in that it was once common to believe that leaders were born rather than made.

There are several leadership styles which have been identified among leaders by researches. Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. Lewin (1939) led a group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles. The three major styles of leadership are (U.S. Army Handbook, 1973): Authoritarian or autocratic, Participative or democratic, Delegative or laissez-fair. There is evidence that leaders who are considerate in their leadership style are higher performers and are more satisfied with their job (Schriesheim, 1982).

Emotional Intelligence (EQ) is a relatively recent behavioral model, rising to prominence with Goleman's 1995 Book called 'Emotional Intelligence'. The early Emotional Intelligence theory was originally developed during the 1970s and 80s by the work and writings of psychologists Gardner (Harvard), Salovey (Yale) and Mayer (New Hampshire). According to Goleman (1998), emotional intelligence is the capacity to recognize our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships.

Great leadership works through the emotions. (Goleman et al., 2002). Emotional Intelligence has become a vital part of how today's leaders meet the significant challenges they face. Emotional Intelligence can help leaders in an ever more 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 organizations, emotional intelligence can give developing leaders a competitive edge.

Compared to the amount of research already conducted on IQ, the study of emotional intelligence is still relatively new. Nevertheless, EI is increasingly being recognized as an important issue in the workplace. Many studies have shown that high IQ does not necessarily guarantee a successful life. According to Goleman (1995), emotional intelligence is more important than IQ in determining outstanding job performance. Dulewicz and Higgs (2000) supported this assertion by saying that the IQ test has failed to provide sufficient variance in success criteria both in the educational and in the organizational environments. Research has indicated that emotional competencies (i.e., the potential of EI that has translated into practical capabilities) are twice as important as IQ and expertise in contributing to excellent and effective Performance (Goleman 1998). Great leaders move us. They Ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal.

The stereotype of women being more “emotional”, sex survives to this day. (Grewal & Salovey, 2006). The relationship between the female sex and emotional competencies are closely linked since childhood. (Feldman et al 2000; Garaigordobil & Goldeano, 2006; sunew, 2004) due
to a socialization that is in closer touch with feelings & their nuances(Candela, et al ,2001). From this research it is suppose to examine about the relationship between emotional intelligence and leadership styles and also check whether there is an impact from gender on emotional intelligence.

**Literature on Leadership Styles and Emotional Intelligence**

**Leadership**

What make a person a leader is still debated, but according to Bennis (1994) all leaders seem to share some common traits. The first is a guiding vision or purpose. A leader has a clear idea of what she or he wants to do professionally and personally, and will pursue the goal regardless of the setbacks. The second characteristic is passion or enthusiasm and the ability to communicate that passion to others. Third, is integrity, consisting of three ingredients: self-knowledge, candor, and maturity. Self-knowledge knows one’s strengths and weaknesses; Candor is being honest with you and is the key to know yourself. Maturity is the result of the lessons learned through following, while observing others, learning to be dedicated, and working with others. It is being truthful and never servile. The last two traits go hand in hand: curiosity and daring. A leader wants to learn as much as possible and is willing to take risks.

**Traditional Styles (Lewin's leadership styles)** - In 1939, a group of researchers led by psychologist Kurt Lewin set out to identify different styles of leadership. While further research has identified more specific types of leadership, this early study was very influential and established three major leadership styles. In the study, groups of school children were assigned to one of three groups with an authoritarian, democratic or laissez-fair leader. The children were then led in an arts and crafts project. Researchers then observed the behavior of children in response to the different styles of leadership.

**What is Emotional Intelligence?**

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Since 1990, Salovey and Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990).

Emotional intelligence is a combination of competencies. These skills contribute to a person’s ability to manage and monitor his or her own emotions, to correctly gauge the emotional state of others and to influence opinions (Caudron, 1999; Goleman, 1998) “Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others”. An emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work.

**Goleman’s - Mixed models** - Goleman, a psychologist and science writer who has previously written on brain and behavior research for the New York Times, discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote Emotional Intelligence (1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. Goleman's model
outlines four main emotional intelligence constructs. The first, self-awareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998). Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis, Goleman, & Rhee, 1999).

Research Issue
The purpose of this study is to investigate the relationship between emotional intelligence and leadership styles. The problem is the recognition that while a significant amount of research on leadership exists (Stogdill, 1974; Yukl, 1998; Yukl & VanFleet, 1992), the emotional intelligence research is comparatively thin and the relationship between leadership and emotional intelligence is smaller yet. What is most troubling is the notion is seen by many as critically important for leaders to be emotionally intelligent for organizational success without the scholarly support behind it. The major research questions are briefly stated as follows.

1. What is the relationship between leadership styles and emotional intelligence?
2. What is the relationship between gender and emotional intelligence?

Objectives of the study

1. To identify the relationship between leadership styles and emotional intelligence
2. To identify the relationship between gender and emotional intelligence

Hypotheses of the Study
Different models of EI exist (e.g., Goleman, 1995, 2001; Bar-On, 1997; Mayer & Salovey, 1997) but momentum is growing for the Mayer and Salovey (1997) model to be considered the most useful (Ashkanasy & Daus, 2005; Daus & Ashkanasy, 2005). Studies in non-educational settings claim to have found that EI is a useful predictor of leadership style and leader effectiveness (Harms & Crede, 2010; Mills, 2009)

Emotional intelligence is measured through the ability to perceive emotions accurately, to assess or generate feelings. When they facilitate through, to understand emotions and emotional knowledge and regulate emotions.(Mayer & Solovey, 1997). The relationship between emotion perception, emotion recognition, organizational relationship and leadership has been explored but through a broader, trait focus perspective of emotional intelligence. The democratic leadership style means facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision. The democratic leader must also be able to communicate that decision back to the group to bring unity. The plan is
chosen. In an autocratic leadership style, the person in charge has total authority and control over decision making. By virtue of their position and job responsibilities, they not only control the efforts of the team, but monitor them for completion – often under close scrutiny.

**H1-** Emotional intelligence of leaders having Participative (democratic leadership) style is greater than leaders with Authoritarian (autocratic) leadership style.

**H2–** Emotional intelligence of leaders having Participative (democratic leadership style is greater than leaders with Delegative (laissez-fair) leadership style.

Laissez fair leadership is the negation of leadership. It is no leadership at all. Laissez fair leaders are absent and often delay involvement. There is no attempt to motivate followers or to recognize and satisfy motivate followers or satisfy their needs (Bass and Avolio, 1993)

**H3 –** Emotional intelligence of leaders having Delegative (laissez-fair leadership) style is greater than leaders with Authoritarian (autocratic) leadership style.

It has been affirmed that women tend to be more emotionally expressive than men, that they understand emotions better and that they have a greater ability as regards certain interpersonal skills. Women, for instance recognize other people’s emotions better, are more perceptive and have greater empathy. (Aquino, 2003; Argyle, 1990; Hargie, et al, 1995; Lafferty, 2004; Tapia & Marsh ,2006; Trobst, Collins, & Embree, 1994.). In addition some evidence exist that certain areas of emotions could be larger in women than in men. (Baron- Cohen, 2003; Gur et al, 2002) and that there is a difference in cerebral activities based on sex (Jausovec & Jausovec, 2005).

In some cases, no clear significant differences in self reported emotional intelligence have been found among men and women (Aquino, 2003; bar –on, 1997; bar-on, Brown, Kirkcaldy and Thome, 200; bracket and Mayer, 2003). Women turn out to be more skillful at directing and handling their own and other people’s emotions. The times, just the opposite happens. Women turn out to be better at emotional attention and empathy while men are better at regulating emotions (Austin, Evans, Goldwater & Potter, 2005; Bindu & Thomas, 2006). Women self report a lower Emotional intelligence than they show to have in performance tests (Brackett and Mayer, 2003: Brackett et al, 2006; Petrides & Furnham, 2000 a). All this makes us suppose that women underestimate themselves and men overestimate themselves as regard their emotional skills. Therefore the relationship between Emotional intelligence and gender is also to be examined.

**H4 –** Emotional Intelligence of Female Leaders is greater than Male leaders.
The above Figure 01 depicts the conceptual framework of the study. According to the model, independent variable of the study is leadership styles; Autocratic leadership, Democratic leadership and Laissez-fair leadership style. Independent variable of the study is Emotional intelligence and it was analyzed under four dimensions namely; self awareness, self management, social awareness and relationship management.

Working Definitions of the variables

**Independent Variable**

**Leadership Styles**

To identify the leadership styles the model of Lewin’s leadership styles was taken. Early research conducted by Kurt Lewin in the 1930’s suggested a close link between the different leadership styles and their preferred method of decision-making. Three broad and distinct leadership styles emerged from that research: According to him there are three different leadership styles as follow.

**Authoritarian leadership style**

This leadership style is more direct and controlling. People tend to be more orientated towards productivity and goals. Their strength is to get thing done and make quick decisions. Autocratic leaders take authority and go headfirst in solving problems. Leader takes decisions without consultation. This style causes the greatest level of discontent from followers in relation to other styles. This style works best if there is no need for a decision and it would not affect the motivational levels of the followers.

**Participative leadership style**

This leadership style requires input from others. People tend to be more concerned about the process of how the decisions are made and that everyone has a voice. The democratic leader involves people in decision-making. The final decision ranges from consensus to the leader having the final say. This style is usually appreciated by the followers. Participatory leaders tend to make decisions in a slow, thoughtful process. Generally, these people are good listeners and
cooperative. However, if there is a wide range of opinions without a clear way of reaching a final decision, this could be an ineffective style. The original research by Lewin found this style to be the most effective.

**Delegative leadership style**
This leadership style is more relaxed and supportive. People who are free rein tend to be your regular old Joe. Details are not much of a concern, because things will get done. They are comfortable with teamwork and group activities. Leader consciously minimizes his or her involvement in decision-making. The followers make all the decisions. The leader may remain responsible for the decision outcome. This style is very effective when people are capable, motivated and have no need for direction.

**Dependent Variable**

**Emotional Intelligence**
“Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer & Salvey, 1997, P.35)
In this study Golemens (1995) mixed model was used and there are four dimensions under this model.
Self-Awareness concerns knowing one's internal states, preferences, resources and intuitions. Self-Management refers to managing ones' internal states, impulses, and resources the Self. Social Awareness refers to how people handle relationships and awareness of others feelings, Relationship Management concerns the skill or adeptness at inducing desirable responses in others.

**Control Variable**
Gender was taken as the control variable and the impact of the gender on the Emotional intelligence is analyzed to see whether there is a different from the gender on leader’s Emotional intelligence level.

**Methodology**

**Data Collection Method**
Research was done in the non contrived setting. As it examined about the relationship of two variables Leadership style and Emotional intelligence it is considered as a field study. Thus it also examined about the impact of gender on both variables it also can be viewed as field Experiment. There are various types of methods for a researcher for the data collection purpose, such as; Questionnaire survey, Structured and Unstructured Interviews, Observations, Case Studies and Experimental. In social science research the questionnaire based survey has become one of the most widely used techniques of data collection. So in this study for the purpose of data collection, to measure the level of Emotional intelligence and leadership style, Questionnaire Survey method was used after review of a comprehensive literature survey. The extent of researcher interference with the study was in minimum as the questionnaire was distributed among the sample while they are in the normal work flow.
Qualitative factors of Leadership style and emotional intelligence was measured using Likert Scale method. Under this method, participants were asked to mention how true he/she feels the statement stated which developed under several factors. The questionnaire consists of 2 parts. First part presented the statement which describe about leadership style and in the second part statements related to emotional intelligence were included. Structured statements were used in both parts.

The Population - As the Population all the Customer Operation Executives at Suntel Ltd were taken. There are 95 customer Operation Executives in 13 sub departments at Suntel.

The Sample – All the customer operation executives were selected as the sample of the study and it was 95. Universal sampling technique was used to select the sample and the sample is equal to the population. Only 80 respondents gave their responses and where it indicates a response rate of more than 80%. It has the least bias and offers the most generalizability. At Suntel 85% of the Population was represented by Five (5) main sub departments (Back Office, Hot Line-Colombo, Hot Line – Kandy, Retention –Colombo and Retention - Kandy), the sample of employees were selected from those Sub departments.

Justification - As a fastest growing telecommunication provider Suntel gives priority to their service. In this case customer complaints have to be address immediately to keep them satisfied. Therefore Customer Operation Executives play a vital role attending to the customer complaints and communicating them to the technical staff. In Suntel there are team leaders for a group of Customer operation Executives. Thus it is important to lead them effectively where they get the ability to perform effectively. So leadership style and emotional intelligence of their leader affect highly to their performance. Thus considering these facts as the population Customer operation Executives were selected and fifty were selected as the sample to represent the population.

Testing of Hypotheses
To identify the leadership style which has the highest value of Emotional intelligence from all three leadership styles independent sample t-test was used according to the developed hypotheses.

H1 - Emotional intelligence, of Leaders having participative leadership style is greater than leaders with authoritarian leadership style

Table 2 - Group statistics of Participative, authoritarian Leadership Styles and Emotional Intelligence

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participative LS</td>
<td>46</td>
<td>4.091</td>
<td>0.50431</td>
</tr>
<tr>
<td>Authoritarian LS</td>
<td>14</td>
<td>3.764</td>
<td>0.38058</td>
</tr>
</tbody>
</table>
By comparing the two means of leaders with Participative leadership style (4.0907) and Authoritarian leadership style (3.7640) in the table, it can conclude that there is a high level of Emotional intelligence among leaders having Participative leadership style other than the leaders with the Authoritarian Leadership style. Therefore the first hypothesis can be accepted.

Table 3 - Independent Sample t test for Participative and Authoritarian Leadership styles

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
</tr>
<tr>
<td>Equal variance assumed</td>
<td>.932 3</td>
<td>1.57 5</td>
</tr>
<tr>
<td>Equal variance not assumed</td>
<td>1.83 4</td>
<td>13.10 6</td>
</tr>
</tbody>
</table>

As the significance of the Levene’s test for Equality of Variance is 0.343 and it is greater than 0.05 it can be stated as, there is no significant difference between the two variances. That is, the two variances are approximately equal. Therefore the independent sample T-test’s significant value is 0.126 where it is greater than the significance level of 0.05. Thus it derives the conclusion that there is no significance different of the level of Emotional intelligence among leaders having Participative Leadership style and Authoritarian Leadership Style.

**H2** - Emotional intelligence, of leaders having Participative leadership style is greater than leaders with Delegative leadership style

Table 4 - Group statistics of Participative, Delegative Leadership styles and Emotional Intelligence

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>Leadership Style</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elmean Participative LS</td>
<td>46</td>
<td>4.09</td>
<td>0.5</td>
<td>0.105</td>
</tr>
<tr>
<td></td>
<td>Delegative LS</td>
<td>20</td>
<td>4</td>
<td>0.39</td>
<td>0.122</td>
</tr>
</tbody>
</table>
By comparing the two means of leaders with Participative leadership style (4.0907) and Delegative leadership style (3.9957) in the table, it can conclude that there is a high level of Emotional intelligence among leaders having Participative leadership style other than the leaders with the Participative Leadership style. Therefore the second hypothesis is also accepted.

### Table 5 - Independent Sample t test for Participative and Delegative Leadership styles

<table>
<thead>
<tr>
<th></th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>EI mean</td>
<td>Equal variance assumed</td>
<td>0.86</td>
<td>0.3</td>
</tr>
<tr>
<td></td>
<td>Equal variance not assumed</td>
<td>0.5</td>
<td>22.2</td>
</tr>
</tbody>
</table>

As the significance of the Levene’s test for Equality of Variance is 0.360 and it is greater than 0.05 it can be stated as, there is no significant difference between the two variances. That is, the two variances are approximately equal. Therefore the independent sample T-test’s significant value is 0.600, where it is greater than the significance level of 0.05. Thus it derives the conclusion that there is no significance different of the level of Emotional intelligence among leaders having Participative Leadership style and Authoritarian Leadership Style.

**H3** - Emotional intelligence of leaders having Delegative leadership style is greater than leaders with Authoritarian leadership style

### Table 6 - Group statistics of Delegative Leadership, Authoritarian styles and Emotional Intelligence

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI mean DelegativeLS</td>
<td>20</td>
<td>3.9957</td>
<td>.38696</td>
<td>.12237</td>
</tr>
<tr>
<td>AuthoritarianLS</td>
<td>14</td>
<td>3.7640</td>
<td>.38058</td>
<td>.14384</td>
</tr>
</tbody>
</table>
By comparing the two means of leaders with Delegative leadership style (3.9957) and Authoritarian leadership style (3.7640) in the table, it can conclude that there is a high level of Emotional intelligence among leaders having Delegative leadership style other than the leaders with the Authoritarian Leadership style. Therefore the third hypothesis is also accepted.

**Table 7 - Independent Sample t test for Delegative authoritarian Leadership styles and Emotional Intelligence**

<table>
<thead>
<tr>
<th></th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td><strong>Elmean</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variance assumed</td>
<td>.038</td>
<td>.848</td>
<td>1.223</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>1.227</td>
<td>13.21</td>
<td>.241</td>
</tr>
</tbody>
</table>

As the significance of the Levene’s test for Equality of Variance is 0.360 and it is greater than 0.05 it can be stated as, there is no significant difference between the two variances. That is, the two variances are approximately equal. Therefore the independent sample T-test’s significant value is 0.600, where it is greater than the significance level of 0.05. Thus it derives the conclusion that there is no significance different of the level of Emotional intelligence among leaders having Participative Leadership style and Authoritarian Leadership Style.

**H4 - Emotional intelligence of female leaders is greater than Male Leaders**

**Table 8 - Group statistics of Leader’s Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elmean</td>
<td>&quot;Male&quot;</td>
<td>50</td>
<td>4.0017</td>
<td>.49596</td>
</tr>
<tr>
<td></td>
<td>&quot;Female&quot;</td>
<td>30</td>
<td>4.0232</td>
<td>.42085</td>
</tr>
</tbody>
</table>
As the table shows a mean value of 4.0017 for male leaders and mean value of 4.0232 for female leaders, it can be concluded that the emotional intelligence of female leaders is greater than male leaders. Thus, the final hypothesis can also be accepted.

**Table 9 - Independent sample t test for Leader’s Gender**

<table>
<thead>
<tr>
<th>Levene's Test for Equality of</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F    Sig. t df</td>
<td>Mean Difference Std. Error Difference 95% Confidence Interval of the Difference Lower Upper</td>
</tr>
<tr>
<td>Equal variances assumed .723 .401 - .140 78 .890 -.02145 .15340 - .33199 .28909</td>
<td></td>
</tr>
<tr>
<td>Equal variances - .146 33.48 .885 -.02145 .14713 - .32062 .27772</td>
<td></td>
</tr>
</tbody>
</table>

As the significance of the Levene’s test for Equality of Variance is 0.401 and it is greater than 0.05, it can be stated as, there is no significant difference between the two variances. That is, the two variances are approximately equal. Therefore, the independent sample T-test’s significant value is 0.890, where it is greater than the significance level of 0.05. Thus, it derives the conclusion that there is no significance different of the level of Emotional intelligence among female leaders and male leaders.

**Recommendations**

Considering the findings of the study, following recommendations can be given for the improvements. Leaders must identify about the situation and must try to adapt their leadership style accordingly. The level of emotional intelligence provides a new path for the leaders to be more effective and identify the subordinate’s reactions. Each and every leader has to identify about their leadership style and place his/her attention towards an achievement of the common goal with an effective leadership style. Thus, it will help them to create a positive outcome with highly satisfied employees. Leaders must have a clear idea about leadership styles and how they must change their leadership style to go with the situation.

Thus it is important for all organizations to identify the impact of their leader’s emotional intelligence and the interest has to be placed to develop emotional intelligence level of individual leader through emotional intelligence training programs. Individuals can be trained to develop a higher level of emotional intelligence by educating them about the ways which they can develop their Emotional intelligence.

The results indicate that raising the participants’ awareness about emotional intelligence and its applicability to life and work; of broadening their coping repertoire through
the empowerment they received; of helping them to learn from their own experiences as managers and leaders; and of allowing them the time and space they required to apply this learning to their every-day functioning, served the ultimate purpose of increasing their overall competences of emotional intelligence. Organizations can hold training programs in order to make this difference among leaders.

**Conclusion**

The research was conducted with the main purpose of identifying the relationship between leadership styles and emotional intelligence. As the conclusion it can be stated that there is a relationship between leadership styles and emotional intelligence and it is a significant one. When considering the leadership styles separately it can be stated that there is a different among them and emotional intelligence level but it is not a significant one. From the males and female leaders females represented a higher value of Emotional intelligence level other than male leaders.

By conducting this research a contribution was made to the field of human resource management. How leaders can be more effective is a core issue to the field of HRD. This study was intended to address a gap existing in the literature today in providing a more informed link between the theory and practice of the relationship between leadership styles and emotional intelligence. Researchers in the field of HRD have started looking at the role of emotions and emotional intelligence within the organization. It has been suggested that emotional intelligence might be an aide to leadership development, and leadership effectiveness (Drodge & Murphy, 2002). Therefore this research has contributed to the field of field of human resource development.

This study investigated the relationships between the emotional intelligence of superiors and their leadership style as perceived by their subordinates. This study was intended to contribute further to the theory base surrounding emotional intelligence and its application to practice. Due to the incorporation of emotional intelligence concepts into practice, and as yet, limited amount of empirical research in the area of emotional intelligence was conducted, the following paragraphs outline some future research needs.

The construct of emotional intelligence itself also needs to be investigated further. This construct is viewed very broadly in some bodies of work and very narrowly in others. Part of the challenge lies in the term emotional intelligence, which has many definitions. A more closely aligned definition of emotional intelligence is needed for clarity and to assist future researchers and practitioners.

Thus the research’s attention must drive towards to analyze whether there is a different between the emotional intelligence leadership styles in between different industries. It will be interested to see whether there is a different between military and what is the most practiced leadership style and what is the relationship between their style and emotional intelligence.

The independent variable examined by this study was emotional intelligence and the dependent variable was leadership styles. This study did not consider race, age, or education level. This will be another are for study and also see whether there is a relationship between these two by changing independent as Emotional intelligence and dependant as leadership styles.

It will be interested to conduct a survey between several countries and observe whether there is any different among leaders in different countries and their level of emotional intelligence. For an example sample can be taken from developed and developing countries.
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