

Leader Emotional Intelligence and Staff Work Motivation

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Abstract - Intellectually asserted, every educational institution by existence stands for the transaction of intelligence. This unchallengeable poses a need-based context for probing into the most influential yet often neglected dimension of intelligence, the emotional intelligence as an integral process of every progress plan. Schools, in their existence, are human-intensive spaces with their recipients primarily in students and parents, academic transacts in teachers, influencers in regulatory officials and most importantly the visionaries in their management. The uniqueness of such a space is in understanding that every individual comes in with their typical personalities, traits, intelligence indices as well as work-motivation patterns. The principals as leaders pivot all these commissioning dynamics around them in every context of their institution.

Keywords: Emotional Intelligence, Staff, Work Motivation, Higher Education, Leadership, Principals, High School, Teachers, Motivation, Educational Institution, Institutional Leadership, Educational Leadership, Empathy, Managing Relations, Commitment, Male Staff, Female Staff

I. INTRODUCTION

The current study aspires contribution to quality initiatives stimulating present-day educational excellence. Present era poses various challenges for the modern Educational leaders starting from integrating contemporary pedagogical practices with more hands-on, steadily advancing high-end technological framework, complex higher education scenarios, coexistence pressure from international boards along specific requirements posed by localised contexts. The system requires preparing the teachers for their changing roles into up-to-the-minute learning facilitators from a mere content transaction specialist. Emotional Intelligence is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others (Mayer, Salovey & Caruso, 2000). Principal-roles have over decades grown much beyond instructional leadership through functional executives cum institutional heads into chief humanistic facilitators as well. Educators are expected to uphold high-performance levels for sustained periods in an inherently monotonous routine dominated but intellectually immense domain, often resulting in burnout and exhaustion. Emotional intelligence is the capacity for recognising and managing the feelings of ourselves and others (Goleman, 1995; Mayer & Salovey, 1995). This study, in essence, portrays the efforts to improve teaching and learning in an organised institution like a school by primarily focusing on the principal and his team of teachers

who are instrumental in reaching out to the large student population and their educational needs. The study also throws light on the empathy, managing relationship and commitment factors of emotional intelligence. The study of the emotional intelligence of educational leaders and work motivation of staff significantly provides researched information to institutional planners, regulators of educational practices and institutions at national, state and district level, and all educational trainers. A leader cannot succeed without having the capacity to understand the emotional context that he or she brings to the leader-follower relationship. With proper emotional intelligence, the leader instils in followers a sense of goals, the importance of the task, enthusiasm, flexibility, and organizational identity (George, 2003). The research emphasises through its first part how various key factors of Emotional Intelligence are prevalent across genders of leaders and how the commitment factor has a positive influence on staff work motivation.

The heart of motivation is to give people what they want most from work. Providing people more of what they want, one should expect what one really wants, namely: productivity, quality, and service (Dell, 1989). Leaders should commit to understanding and modifying their emotional quotient. Emotional quotient is imperative to improving relationships and the general effectiveness of a leader (Fekula, 2014). Exploring work motivation in common school setups indicates that in addition to mere compensation, the teachers feel more motivated and dedicated to the profession of teaching by seeing their students achieve, by enjoying the intrinsic respect the profession offers, in being certificated by in-service training, by desirable working conditions and work distribution, a manageable student strength in classes and above all, a supportive Principal leadership.

II. NEED AND SIGNIFICANCE OF THE STUDY

Today's education system requires preparing the teachers for their changing roles into up-to-the-minute learning facilitators from a mere content transaction specialist. Principal roles have over decades grown much beyond instructional leadership through functional executives and institutional heads into chief humanistic facilitators as well. Educators are expected to uphold high-performance levels for sustained periods in an inherently monotonous routine dominated but intellectually competent domain which often

results in burnout and exhaustion. Going by Liden and Mitchell (1989) that social Exchange processes play key roles in the development of supervisor-subordinate relationships, this study of emotional intelligence of the institutional leader and its effect on work motivation of the staff becomes an essential probe for any educational institution aspiring to emerge as a prodigious one. The current study aspires to contribute to the improvement of school education. Most corporate of today already subscribe to investing in emotionally intelligent leadership for their progress, but this concept needs to drip down into the social sector in general and the educational sector in particular as well. The efforts to improve teaching and learning in an organised institution like a school has to primarily focus on the principal and then on the work motivation of teachers who are instrumental in reaching out to the large student population and their educational needs. Past research like Moore (2007) indicated that many principals do not have the skills required to support, coach, and listen to balance patience and persistence during a transformation.

III. OBJECTIVES OF THE STUDY

1. To study and compare the emotional intelligence of male and female leaders.
2. To compare the empathy factor of emotional intelligence in male and female leaders.
3. To compare the managing relations factor of emotional intelligence in male and female leaders
4. To compare the commitment factor of emotional intelligence in male and female leaders
5. To study the relationship between the commitment factor of emotional intelligence of leaders and its effect on work motivation of staff
6. To find out the relationship between managing relations factor of emotional intelligence and work motivation of staff.
7. To find out the relationship between the commitment factor of emotional intelligence and work motivation of staff.
8. To find out the relationship between emotional intelligence and work motivation of male staff
9. To find the relationship between emotional intelligence and work motivation of female staff.
10. To find out the relationship between emotional intelligence and overall work motivation of staff.

IV. HYPOTHESES

1. There exists no significant difference between male and female leaders of emotional intelligence.
2. There exists no significant difference between male and female leaders of empathy for emotional intelligence.
3. There exists no significant difference between male and female leaders of managing relations factor of emotional intelligence.
4. There exists no significant difference between male and female leaders of the commitment factor of emotional intelligence.

5. The empathy factor of emotional intelligence of leaders does not have any effect on work motivation of staff.
6. The managing relations factor of emotional intelligence does not have any effect on work motivation of staff.
7. The commitment factor of emotional intelligence does not have any effect on work motivation of staff.
8. There is no relationship between emotional intelligence and work motivation of male staff
9. There is no relationship between emotional intelligence and work motivation of female staff.
10. There is no relationship between emotional intelligence and overall work motivation of staff.

V. TOOLS USED

1. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2005) was used.
2. Work Motivation Questionnaire by Agarwal (2006) was used.

VI. PROCEDURE

The investigator got the permission from the Head of the Institution to conduct these tests. The test administering schedules got finalized at a mutually convenient time at each of the schools. Out of the Government and private high schools of Moga District in Punjab (India), the selection of 25 schools from the urban and rural area was done. 5 permanent teachers of class XI and XII with more than two years of experience in the same school were selected irrespective of subjects taught by them. In this way, 50 Principals and 250 teachers constituted the sample. This study used all Principals and hundred randomly selected teachers from the above sample.

VII. ANALYSIS AND INTERPRETATION OF THE RESULTS

The statistical techniques such as Mean, SD, t-test, ANOVA and correlation were applied in the study. The results are given in the following tables -1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11

A. Analysis of Descriptive Statistics

TABLE I A SUMMARY OF DESCRIPTIVE STATISTICS OF DIFFERENT DIMENSIONS OF EMOTIONAL INTELLIGENCE AND WORK MOTIVATION OF STAFF

Variables	N	Mean	SD	Skewness	Kurtosis
Empathy	25	19.20	1.78	-0.04	-0.78
Managing Relations	25	16.64	1.70	0.01	0.29
Commitment	25	8.44	1.16	1.30	2.44
Emotional Intelligence	25	44.28	3.34	-0.21	0.15
Work Motivation	100	120.23	11.58	0.63	0.84

Source: Field Study, 2016

Table I shows that the descriptive statistics giving information about the different variables namely empathy, managing relations, commitment, emotional intelligence and work motivation of staff. It means that empathy, managing relations, commitment, emotional intelligence and work motivation has the mean value of 19.20, 16.64, 8.44, 44.28 and 120.23 respectively. This shows that the mean value for work motivation is higher among all the other variables. The standard deviation of empathy, managing relations, commitment, emotional intelligence

and work motivation are 1.78, 1.70, 1.16, 3.34 and 11.58 respectively. The result indicates that these variables are well distributed. The skewness and kurtosis statistics for empathy, managing relations, commitment, emotional intelligence and work motivation variables are also displayed in the above table. The skewness and kurtosis for the independent variables empathy, managing relations, emotional intelligence and work motivation confirmed normality with a statistic value between ± 1.0 , whereas commitment did not confirm normality.

TABLE II T-RATIO BETWEEN MALE AND FEMALE LEADERS OF EMOTIONAL INTELLIGENCE

Variable	Male			Female			SE _D	t-value
	N	Mean	SD	N	Mean	SD		
Emotional Intelligence	11	45.27	2.83	14	43.50	3.59	1.28	1.38

(Critical Value 2.07 at 0.05 and 2.81 at 0.01 levels, df 23)

Table II reveals that the mean score of male leaders is 45.27, which is higher than the corresponding means score 43.50 of female leaders. The t-value testing the significance of the mean-difference between male and female leaders of emotional intelligence is 1.38, which in comparison to the table value was not found significant even at 0.05 levels of

significance. Hence, the null hypothesis H₁: There exists no difference between male and female leaders of emotional intelligence, is accepted. The results indicate that there was no significant difference between the male and female group on the emotional intelligence.

TABLE III T-RATIO BETWEEN THE EMPATHY OF EMOTIONAL INTELLIGENCE IN MALE AND FEMALE LEADERS

Variable	Male			Female			SE _D	t-value
	N	Mean	SD	N	Mean	SD		
Empathy	11	19.82	1.99	14	18.71	1.49	0.72	1.54

(Critical Value 2.07 at 0.05 and 2.81 at 0.01 levels, df 23)

Table III reveals that the mean score of empathy of emotional intelligence of male leaders is 19.22, which is higher than the corresponding means score 18.71 of female leaders. The t-value testing the significance of the mean difference between male and female leaders of empathy of emotional intelligence is 1.54, which in comparison to the

table value was not found significant even at 0.05 levels of significance. Hence, the null hypothesis H₂: There exists no difference between male and female leaders of empathy of emotional intelligence, is accepted. The results indicate that there was no significant difference between the male group and female group for the empathy variable.

TABLE IV T-RATIO BETWEEN THE MALE AND FEMALE LEADERS OF MANAGING RELATIONS FACTOR OF EMOTIONAL INTELLIGENCE

Variable	Male			Female			SE _D	t-value
	N	Mean	SD	N	Mean	SD		
Managing Relations	11	16.73	1.19	14	16.57	2.06	0.66	0.24

(Critical Value 2.07 at 0.05 and 2.81 at 0.01 levels, df 23)

Table IV reveals that the mean score of managing relations factor of emotional intelligence of male leaders is 16.73, which is higher than the corresponding means score 16.57 of female leaders. The t-value testing the significance of the mean difference between male and female leaders of managing relations factor of emotional intelligence is 0.24, which in comparison to the table value was not found

significant even at 0.05 levels of significance. Hence, the null hypothesis H₃: There exists no difference between male and female leaders of managing relations factor of emotional intelligence, is accepted. The results indicate that there was no significant difference between the male and female group for the managing relations variable.

TABLE V T-RATIO BETWEEN THE MALE AND FEMALE LEADERS OF THE COMMITMENT FACTOR OF EMOTIONAL INTELLIGENCE

Variable	Male			Female			SE _D	t-value
	N	Mean	SD	N	Mean	SD		
Commitment	11	8.73	1.35	14	8.21	0.97	0.48	1.08

(Critical Value 2.07 at 0.05 and 2.81 at 0.01 levels, df 23)

Table V reveals that the mean score of the commitment factor of emotional intelligence of male leaders is 8.73, which is higher than the corresponding means score 8.21 of female leaders. The t-value testing the significance of the mean difference between male and female leaders of commitment relations factor of emotional intelligence is 1.08, which in comparison to the table value was not found

significant even at 0.05 levels of significance. Hence, the null hypothesis H₄: There exists no difference between male and female leaders of the commitment factor of emotional intelligence, is accepted. The results indicate that there was no difference between the male and female group for the staff's commitment variable.

TABLE VI REGRESSION BETWEEN EMOTIONAL INTELLIGENCE OF LEADERS AND WORK MOTIVATION OF STAFF

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.545	.297	.266	9.43095

Table VI reveals that the regression is used here to estimate the relationship between the variables. In regression, a regression model is fitted in which the choice of variables is carried out by an automatic procedure. The table shows the linear regression model summary and overall fit statistics

for the dependent variable work motivation on the independent variable empathy. The adjusted R² of model 1 was found to be .266 with the R² = .297. This means that the linear regression explains 26.6% of the variance in the data in model 1.

TABLE VII ANALYSIS OF VARIANCE OF OVERALL REGRESSION MODEL

ANOVA						
Model		SS	df	Mean Square	F-value	p-value
1	Regression	862.316	1	862.316	9.695	.005**
	Residual	2045.684	23	88.943		
	Total	2908.000	24			

The F-ratio in the above table checks if the overall regression model is a good fit for the data. The table shows that the independent variable empathy predicts the

dependent variable work motivation with high significance, for all the models (i.e., the regression model is a good fit of the data).

TABLE VIII COEFFICIENTS OF DEPENDENT VARIABLE VARIES WITH AN INDEPENDENT VARIABLE

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	95.0% C.I. for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	53.926	20.856		2.586	.017*	10.782	97.070
	Empathy	3.368	1.082	.545	3.114	.005**	1.131	5.606

The unstandardized coefficients indicate that how much the dependent variable varies with an independent variable when all other independent variables are held constant. For the model, unstandardized coefficient B₁ for empathy is equal to 3.368. This implies if there is an increase in

empathy, there is an increase in work motivation of 3.368. Hence, the null hypothesis H₅: The empathy factor of emotional intelligence of leaders does not have any effect on work motivation of staff, is rejected.

TABLE IX REGRESSION BETWEEN MANAGING RELATION FACTOR OF EMOTIONAL INTELLIGENCE OF LEADERS AND WORK MOTIVATION OF STAFF

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.5	0.250	0.218	9.73500

Table IX shows that the linear regression model summary and overall fit statistics for the dependent variable work motivation on the independent variable managing relation. The adjusted R² of model 1 was found to be .218 with the R² = .250. This means that the linear regression explains 21.8% of the variance in the data in model 1.

The F-ratio in the above table checks if the overall regression model is a good fit for the data. The table shows that the independent variable managing relation predicts the dependent variable work motivation with high significance, for all the models (i.e., the regression model is a good fit for the data).

TABLE X ANALYSIS OF VARIANCE OF OVERALL REGRESSION MODEL

ANOVA						
Model		Sum of Squares	df	Mean Square	F-value	p-value
1	Regression	728.285	1	728.285	7.685	.011*
	Residual	2179.715	23	94.770		
	Total	2908.000	24			

TABLE XI COEFFICIENTS OF DEPENDENT VARIABLE VARIES WITH AN INDEPENDENT VARIABLE

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	95.0% C.I. for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	64.835	19.492		3.326	0.003**	24.51	105.16
	Managing Relations	3.231	1.166	0.500	2.772	0.011*	0.82	5.64

The unstandardized coefficients indicate that how much the dependent variable varies with an independent variable when all other independent variables are held constant. For the model, unstandardized coefficient, B₁, for managing relations is equal to 3.231 which means, if there would be an

increase in managing relations, there is an increase in work motivation of 3.231. Hence, the null hypothesis H₆: The managing relation factor of emotional intelligence does not have any effect on work motivation of staff, is rejected.

TABLE XII REGRESSION BETWEEN THE COMMITMENT FACTOR OF EMOTIONAL INTELLIGENCE OF LEADERS AND WORK MOTIVATION OF STAFF

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.672	.451	.427	8.331

Table XII shows that the linear regression model summary and overall fit statistics for the dependent variable work motivation on the independent variable commitment. The

adjusted R² of model 1 was found to be .427 with the R² = .672. This means that the linear regression explains 42.7% of the variance in the data in model 1.

TABLE XIII ANALYSIS OF VARIANCE OF OVERALL REGRESSION MODEL

ANOVA						
Model		Sum of Squares	df	Mean Square	F-value	p-value
1	Regression	1311.852	1	1311.852	18.903	.0001**
	Residual	1596.148	23	69.398		
	Total	2908.000	24			

The F-ratio for the overall regression model is a good fit for the data. The table shows that the independent variable commitment predicts the dependent variable work

motivation with high significance, for all the models (i.e., the regression model is a good fit for the data).

TABLE XIV COEFFICIENTS OF DEPENDENT VARIABLE VARIES WITH AN INDEPENDENT VARIABLE

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	95.0% C.I. for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	64.70	12.51		5.17	.0001**	38.82	90.57
	Commitment	6.39	1.47	.672	4.35	.0001**	3.348	9.43

The unstandardized coefficients indicate that how much the dependent variable varies with an independent variable when all other independent variables are held constant. For the model, unstandardized coefficient, B₁, for commitment is equal to 6.387. This means, if there would be an increase

in commitment, there is an increase in work motivation of 6.387. Hence, the null Hypothesis H₇: The commitment factor of emotional intelligence does not have any effect on work motivation of staff, is rejected.

TABLE XV CO-RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND WORK MOTIVATION OF MALE STAFF

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.676	.457	.397	7.95046

Table XV shows that the linear regression model summary and overall fit statistics for the dependent variable work motivation on the independent variable emotional intelligence for the male staff. The adjusted R² of model 1

was found to be .397 with the R² = .457. This means that the linear regression explains 39.7% of the variance in the data in model 1.

TABLE XVI ANALYSIS OF VARIANCE OF OVERALL REGRESSION MODEL

ANOVA						
Model		Sum of Squares	df	Mean Square	F-value	p-value
1	Regression	479.111	1	479.11	7.58	.022*
	Residual	568.889	9	63.21		
	Total	1048.00	10			

The F-ratio for the overall regression model is a good fit for the data. The table shows that the independent variable emotional intelligence predicts the dependent variable work

motivation for the male staff with high significance, for all the models (i.e., the regression model is a good fit of the data).

TABLE XVII COEFFICIENTS OF DEPENDENT VARIABLE VARIES WITH AN INDEPENDENT VARIABLE

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	95.0% C.I. for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	11.33	40.27		.281	.785	-79.76	102.43
	Emotional Intelligence	2.45	.888	.676	2.753	.022*	.436	4.453

The unstandardized coefficients indicate that how much the dependent variable varies with an independent variable when all other independent variables are held constant. For the model, unstandardized coefficient, B₁, for emotional intelligence of the male staff is equal to 2.444. This means,

if there would be an increase in emotional intelligence of the male leaders, there is an increase in staff work motivation of 2.444. Hence, the null Hypothesis H₈: There is no relationship between emotional intelligence and work motivation of male staff is rejected.

TABLE XVIII CO-RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND WORK MOTIVATION OF FEMALE STAFF

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.812	.659	.630	6.81363

The table XVIII shows that the linear regression model summary and overall fit statistics for the dependent variable work motivation on the independent variable commitment for the female staff. The adjusted R² of model 1 was found

to be .630 with the R² = .659. This means that the linear regression explains 63.0% of the variance in the data in model 1.

TABLE XIX ANALYSIS OF VARIANCE OF OVERALL REGRESSION MODEL

ANOVA						
Model		Sum of Squares	df	Mean Square	F-value	p-value
1	Regression	1075.822	1	1075.822	23.173	.0001**
	Residual	557.106	12	46.426		
	Total	1632.929	13			

The F-ratio in the above table checks if the overall regression model is a good fit for the data. The table shows that the independent variable emotional intelligence predicts

the dependent variable work motivation for the female staff with high significance, for all the models (i.e., the regression model is a good fit of the data).

TABLE XX COEFFICIENTS OF DEPENDENT VARIABLE VARIES WITH AN INDEPENDENT VARIABLE

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	95.0% C.I. for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.69	22.98		.247	.809	-44.37	55.740
	Emotional Intelligence	2.54	0.526	.812	4.814	.0001**	1.39	3.681

The unstandardized coefficients indicate that how much the dependent variable varies with an independent variable when all other independent variables are held constant. For the model, unstandardized coefficient, B₁, for emotional intelligence of the female staff is equal to 2.534. This

means, if there would be an increase in emotional intelligence of the female leaders, there is an increase in staff work motivation of 2.534. Hence, the null Hypothesis H₀: There is no relationship between emotional intelligence and work motivation of female staff, is rejected.

TABLE XXI CO-RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND OVERALL WORK MOTIVATION OF STAFF

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.779	.607	.590	7.04526

The table XXI shows that the linear regression model summary and overall fit statistics for the dependent variable work motivation on the independent variable commitment for overall staff. The adjusted R² of model 1 was found to

be .590 with the R² = .607. This means that the linear regression explains 59.0% of the variance in the data in model 1.

TABLE XXII ANALYSIS OF VARIANCE OF OVERALL REGRESSION MODEL

ANOVA						
	Model	Sum of Squares	df	Mean Square	F-value	p-value
1	Regression	1766.38	1	1766.38	35.59	.0001**
	Residual	1141.62	23	49.67		
	Total	2908.000	24			

The F-ratio in the above table checks if the overall regression model is a good fit for the data. The table shows that the independent variable emotional intelligence predicts

the dependent variable work motivation for the overall staff with high significance, for all the models (i.e., the regression model is a good fit of the data).

TABLE XXIII COEFFICIENTS OF DEPENDENT VARIABLE VARIES WITH AN INDEPENDENT VARIABLE

Coefficients								
Model		Unstandardized Coefficients		Standardize d Coefficients	t-value	p-value	95.0% C.I. for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4.716	19.142		.246	.808	-34.883	44.315
	Emotional Intelligence	2.572	.431	.779	5.965	.0001**	1.680	3.464

The unstandardized coefficients indicate that how much the dependent variable varies with an independent variable when all other independent variables are held constant. For the model, unstandardized coefficient, B₁, for emotional

intelligence of overall staff is equal to 2.572. This means, if there would be an increase in emotional intelligence of overall staff, there is an increase in work motivation of 2.572.

TABLE XXIV COEFFICIENTS OF CORRELATION BETWEEN EMOTIONAL INTELLIGENCE COMPONENTS AND WORK MOTIVATION OF THE STAFF

Correlations					
Variables	Work Motivation	Empathy	Managing Relations	Commitment	Emotional Intelligence
Work Motivation	-	.545**	.500*	.672**	.779**
Empathy	-	-	.176	.461*	.783**
Managing Relations	-	-	-	.189	.671**
Commitment	-	-	-	-	.690**
Emotional Intelligence	-	-	-	-	-

The correlation between emotional intelligence components and work motivation of the staff is calculated through Pearson's product moment correlation and coefficients of correlation (r) have been given in the above table. Table depicted that work motivation has a positive relationship with empathy and it is statistically significant with empathy ($r=0.545^{**}$). Work motivation has a positive and significant relationship with the other variables constructing, managing relations, commitment and emotional intelligence. In case of empathy, it has a non-significant relationship with managing relations variable. Empathy, Commitment and Emotional Intelligence have a positive and statistically significant relationship with $r=0.461^*$ and $r=0.783^{**}$. Managing relations and commitment has a non-statistically significant relationship, whereas, managing relations has a significant correlation with emotional intelligence $r=0.671^{**}$. Commitment and emotional intelligence have a significant correlation ($r=0.690^{**}$) with each other. Hence, the null Hypothesis H_{10} : There exists no relationship between emotional intelligence and overall work motivation of staff, is rejected.

VIII. FINDINGS OF THE STUDY

There is no difference in the emotional intelligence across male and female leaders. Nor are the empathy, managing relations and commitment factors of emotional intelligence different across male and female leaders. However, these three factors of emotional intelligence have a positive effect on work motivation of staff. Similarly, overall emotional intelligence of the leader has a positive effect work motivation of overall staff and on the male and female staff studied separately.

IX. DISCUSSION

The results are supported by the findings of Ashkanasy and Daus (2002) concluded that the study of emotions in organizational settings has provided new and important insights into the way in which people in organizations behave, and we offer advice for managers to enable them to develop and to maintain a positive emotional climate in their organizations. Moore (2009) stated that in order to cultivate a culture that challenges the status quo and expects excellence, school leaders need to learn, develop and demonstrate high levels of emotional intelligence. This is in tune with the present study. Present study also interestingly confirms that emotional intelligence is not subject to gender

which is in affirmation with the observation by Singh (2008) that women and men are equally intelligent emotionally. Ahmed (2009) found that leadership and motivational concepts in Islamic management are more comprehensive than the conventional theories. Fekula and Robert (2014) found that emotion plays a significant role in management and leadership. Recent neuroscience findings support this claim with evidence of linkages between the emotion and reasoning Centers of the brain. The Emotional Quotient Matrix poses a systematic means to both assess EQ and identify actions to improve it. Leaders that are available for those reporting to them normally have higher emotional intelligence as well researched (Lowman & Thomas, 2015). Present study showing the significance of managing relations is in alignment with the said study. The findings of Stone, Parker and Wood (2005) who found that professional development programs should promote the development of empathy, emotional self-awareness and flexibility of leadership, the present study basically indicates that leaders when empathetic hold a workforce full of motivation in their staff. As different as the approaches to school reform are, they all depend for their success on the motivation and capacities of local leadership (Leithwood, Seashore, Anderson & Wahlstrom, 2004). This is interestingly the finding in this study which shows that the managing relationship and commitment factors of emotional intelligence of the leader affects the staff work motivation. Absolutely going hand in hand with the findings of the present study, Barnaby 2018 surveyed that succeeding in managing the resources in today's environment requires leadership skills such as partnering, networking, influencing, and motivating – the competencies fostered by emotional intelligence. Researchers like Cassar and Meier (2018) suggested that it is the drive to contribute to their subject, applying their skills in solving intellectual challenges, the satisfaction of conducting their own research agendas, and the feeling of imperativeness to explain ideas to others is what motivates academics. The present study also trends to show that it is more than monetary incentive that motivates the staff at academics.

The results are supported by the findings of Eagly, Karau and Johnson (1992) found that female principals scored somewhat higher than male principals on measures of task-oriented style, but there was less evidence for a sex difference on measures of interpersonally oriented style. A third aspect of leadership style, the tendency to lead

democratically or autocratically, produced the largest sex difference, with female principals adopting a more democratic or participative style and a less autocratic or directive style than male principals. Bulach (1994) studies comparisons between school climate and leadership style revealed a statistically significant difference between leadership style and the involvement subscale of the school climate instruments. There were no significant differences for any of the other eight subscales of school climate for leadership style, nor were there any significant differences between school achievement and leadership style. Davis and Wilson (2000) found that teacher motivation has a relatively strong relationship to being satisfied in their position and perceived job stress. Thus the Emotional intelligence may positively relate to the job performance of organisation members with low cognitive intelligence and, as such, compensate for low cognitive intelligence. Several researchers have suggested that emotional intelligence may be used by organizations to select effective leaders (George, 2000; Kobe, ReiterPalmon, & Rickers, 2001). Cote and Miners (2006) found that both of these researchers are in sync with the findings of the present study that leaders with empathy, the ability to manage relationship and commitment are able to hold their staff motivation. Singh (2007) found that no significant attempt has been made except to explore relationship between emotional intelligence and leadership in Indian context based on gender with a small sample of IT professionals. Bailey's (2007) research on the necessary abilities for being an efficient principal show that 84% of the principals believe in the importance of understanding and managing their own emotions because of their impact on school efficiency. This is an important conclusion of this study. Studies like Day and Carroll (2008) even indicated an inconsistent relationship between emotional intelligence and performance on particular tasks which doesn't support the finding of this study. Hansson and Andersen (2007) results show that 49% of the principals have a change centered leadership style, 38% were primarily intuitive when making decisions, and 44% were achievement motivated. No significant gender differences were found. The results indicate that many principals have fair prospects of leading their schools successfully in times of change. George and Sabhapathy (2010) revealed that there is a significant positive correlation between work motivation of degree college teachers and transformational and transactional leadership behavior of principals. Leadership is an integral part of effective management. A transformational leader can transform a lackluster group into a successful organization. College principals should create a strong urge in their teachers for higher performance they should lift their teacher's visions to higher heights by showing the proper way to do the job. A principal should breathe life into the group and influence the behavior of teachers in such a way that they readily work for organizational objectives. Therefore principals should exhibit more of transformational leadership behavior to motivate teachers. Curtis and O'connell (2011) found that achieving and sustaining high quality patient care and containing costs are

important aspects of a nurse manager's role, and a successful manager needs to have the skills and ability to motivate and develop staff. This article focuses on how effective leadership can increase motivation and empowerment among nurses, examines the relevance of transformational leadership to motivation, and suggests practical ways of maintaining a motivated work environment. Buble, Juras and Matić (2014) found that there is a relationship between managers' leadership styles and managers' motivation, and that relationship is stronger between intrinsic motivation factors and leadership style than between extrinsic motivation factors and leadership style.

X. CONCLUSION

This study confirms interestingly that neither emotional intelligence nor its factors like empathy, managing relations and commitment are subject to gender in affirmation with the observation by Singh (2008) stated that women and men are equally intelligent emotionally. In alignment with the findings of Stone, Parker and Wood (2005) that professional development programs should promote the development of empathy, emotional self-awareness and flexibility of leadership, the present study indicates that leaders when empathetic, hold a workforce full of motivation in their staff. It also portrays in the study that the managing relationship and commitment factors of emotional intelligence of the leader has a motivating effect on the work motivation of staff. Also, along-way in the study, emotional intelligence of the leader is observed to motivate the female as well as the male staff to work increasingly better without gender bias not conforming to the observation of Singh (2008). In agreement with Moore (2007) recommended that emotional intelligence coaching may prove to be very beneficial to school administration, the present study continually suggest that every quality aspiring institution necessarily needs to invest not only on competent leadership but also needs to place contemplated emphasis on emotionally intelligent leadership ambience for the leadership to actually take effect. In consonance with Khan (2012) who showed that eligibility of an individual to the post of Principal-ship should not be on the basis of only the length of teaching experience, which is a standard procedure in the selection of principals, this study provides a powerful pointer towards the selection of the right leader. Emotional competence refers to a set of skills used to perceive one's own feelings and others' emotions, to regulate them, and to use this information to guide one's thinking and actions (Giardini & Frese, 2008). This research thus highlights the need for leadership training integrating the emotional intelligence skill development for educational leaders. It also highlights how in present-day educational institutions, there is an inadequacy of a built-in creative research window and investment of time in quality staff communication and exchange programme. The usual trend remains more a work environment ruled by routine.

Workshops which in still office-culture with professional ethics like empathy, managing relationships and

commitment and in turn empower the leadership in appropriate soft skills would do well. Other efforts that would support this endeavour are the provision of on-time requirement-based mentoring support for leadership and through them for all employees via multiple channels to help address arising emotional disturbances in the workspace during different swings of work pressures. Also, the overall motivation of the staff is to be well-monitored in intervals. Although it would be natural to find individual variation in motivation due to various personal issues and individually differing personalities, it should as a whole, always tend towards high on its reading. The more motivated the staffs are the more effective the transactions with students would be, and the merrier would be the learning atmosphere where students effortlessly assimilate more. India needs 21st-century cutting-edge education, and it is high time that we step-up our school's systems through appropriate training and support to school Principals and accelerate towards goal.

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