

Mediational Role of Motivation in the Association between Emotional Intelligence and Leadership at Workplace

¹Meghna Ganesh,²Dr. Daisy Sharma

¹(Undergraduate Student, Department Of Psychology, KeshavMahavidyalaya, University Of Delhi, Delhi)

²(Assistant Professor, Department Of Psychology, KeshavMahavidyalaya, University Of Delhi, Delhi)

Corresponding Author: Dr. Daisy Sharma

Abstract: Leaders with high emotional intelligence have the ability to understand themselves as well as others and to regulate behaviors in a given context. These abilities are a function of their motivation. Motivation is the process that accounts for an individual's intensity, direction and persistence of effort towards attaining a goal. Former researches indicate a strong association between emotional intelligence and leadership. The role of motivation in determining leadership has also been established. However, the present study proposes a model to investigate whether there is a path that goes through motivation in order to understand the association between emotional intelligence and leadership in the workplace. This exploratory study undertakes a convenient sample of 60 upper and middle management employees from private and public sectors. The tools used for data collection include Multifactor Leadership Questionnaire, Work Extrinsic and Intrinsic Motivation Scale and Schutte Emotional Intelligence Scale. Descriptive and inferential statistical measures would be used for data analysis. Hierarchical Multiple Regression would be used to investigate motivation as the moderating variable between the leadership and emotional intelligence. It can be concluded that extrinsic and intrinsic motivation, and transformational and transactional leadership, respectively, are significant predictors of emotional intelligence. While transformational and laissez faire leadership were found to be significant predictors of intrinsic motivation, transformational leadership was found to be a significant predictor of extrinsic motivation. The results further indicated that only extrinsic motivation plays a significant mediational role in the association between emotional intelligence and transformational, transactional leadership at workplace.

Keywords: Motivation, Emotional Intelligence, Leadership, Mediational Analysis

Date of Submission: 23-07-2018

Date of acceptance: 10-08-2018

I. INTRODUCTION

Good leaders are the cornerstones of business, capable of inspiring the very best from their employees and the companies for which they work. An effective leader translates values into action and upholds organizational values. Being an effective leader can instill confidence in a team as well as contribute to the growth of the organization through improved team productivity. Eliminating unnecessary interdependence, promoting an adaptive corporate culture, and focusing on incremental change is the hallmark of an effective leader.

Leadership is one of the most complex and multifaceted phenomena to which organizational and psychological research has been applied. While the term "leader" was noted as early as the 1300s and conceptualized even before biblical times, the term leadership has been in existence only since the late 1700s (Stogdill, 1974). Since that time, however, there has been intensive research on the subject. Over the last 50 years, leadership has been examined in terms of enduring traits, sets of behaviors or styles, situational properties, and presumed cognitive processes.

The transformational and transactional leadership theory, which is also referred to as the full range leadership theory (Avolio, 1999) or the multifactor leadership theory (Tejeda et al., 2001), is among the theories that have received the greatest attention from researchers in the field over the last decade (Judge and Piccolo, 2004; Lowe and Gardner, 2000; Yammarino et al., 2005). This theory comprises three broad forms or types of leadership, namely transformational, transactional and laissez-faire.

The concept of transformational leadership, which was initially developed by Burns (1978), represents leaders who "stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity" (Bass and Riggio, 2006, p. 3). They encourage their subordinates to develop their full potential and to transcend their individual aspirations for the good of the organization. The four dimensions usually associated with this leadership style are: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Idealized influence characterizes leaders who exhibit exemplary behaviors and who go beyond their personal interests for the good of the organization (Bass, 1985). Employees identify with this kind of supervisor because he/she stands as a model, and is an example to be followed. Inspirational motivation is received from leaders who transmit a clear and inspiring vision to their employees (Podsakoff et al., 1990). They thus motivate them by giving challenge and purpose to their work. Through intellectual stimulation, the leaders cultivate their employees' creativity (Avolio, 1999). They do not hesitate to question work routines and they help employees test new approaches and ideas. Finally, individualized consideration comes from leaders who are sensitive to the needs of each of their employees. This type of leader acts as a coach and as a mentor (Judge and Piccolo, 2004).

The need for more transformational leaders in business and industry was illustrated in an in-depth interview survey conducted by Bass (1985) covering national sample of 845 working Americans. The survey found that while most employees liked and respected their managers, they felt their managers really didn't know how to motivate employees to do their best. Although 70 % endorsed the work ethic, only 23 % said they were working as hard as they could in their jobs. Only 9% agreed that their performance was motivated by transaction; most reported that there actually was little connection between how much they earned and the level of effort they put into the job.

Rather than aligning individuals' interests with those of the organization, transactional leaders motivate their employees by focusing on their personal interests (Bass, 1985). They do so by using positive and negative reinforcement, depending on the employees' conduct and performance. In other words, transactional leaders trade resources valued by employees in return for behaviors such as increased effort or cooperation (Podsakoff et al., 1990). Contingent reward, management by exception-active and management by exception-passive represent the three dimensions associated with transactional leadership (Judge and Piccolo, 2004). Contingent reward portrays the image of a leader who clearly communicates the objectives to be attained and who then rewards employees who meet them (Podsakoff et al., 2006). This constant positive reinforcement helps employees adopt the right behaviors and properly orient their efforts. Rather than focusing on the positive results achieved by subordinates, the two dimensions: management by exception (active and passive) emphasize their mistakes and shortcomings. While the active dimension refers to a leader who scrutinizes the results of his subordinates and reprimands them as soon as they fall short of standards (Bass and Riggio, 2006), the passive dimension represent a supervisor that will wait for problems to become serious before rectifying the situation.

A study by Eagly, A. H, Johannesen-Schmidt, M. C., & van Engen, M. L. (2003) found that female leaders were more transformational than male leaders and also engaged in more of the contingent reward behaviors that are a component of transactional leadership. Male leaders were generally more likely to manifest the other aspects of transactional leadership (active and passive management by exception) and laissez-faire leadership.

Finally, the laissez-faire leader, who is also referred to as non-transactional, is characterized by a relative lack of concern for his subordinates (Bass and Riggio, 2006). This leadership style is composed of a single dimension representing supervisors who avoid managerial responsibilities, generally avoid taking decisions, are reluctant to take action and are not always there when they are needed (Judge and Piccolo, 2004).

Emotional Intelligence and Leadership

The implications of leadership on the growth and expansion of an organization necessitate a greater understanding of the factors that contribute in enhancing it. One of the key variables studied in this aspect is Emotional Intelligence.

During the past couple of decades, industrial and organizational psychologists have made substantial progress in understanding the structure and role of emotions in human behavior, and its link with leadership as a construct. Leadership has been intrinsically an emotional process, whereby the leaders recognize follower's emotional states, attempt to evoke emotions in followers, and then seek to manage follower's emotional states accordingly (Humphrey, 2002). Pescosolido (2002) argues that leaders increase group unity and morale by creating shared emotional experiences. The ability of leaders to influence the emotional climate can strongly influence performance. George (2000) argues that EI is a key factor in an individual's ability to be socially effective. EI is viewed in leadership literature as a key determinant of effective leadership (Ashkanasy&Tse, 2000).

George (2000) argues that emotionally intelligent leaders can promote effectiveness at all levels in organizations. The EI of the leader plays an important role in the quality and effectiveness of social interactions with other individuals (House &Aditya, 1996). Mayer et al. (2000) hypothesized that employees with high levels of EI had smoother interactions with members of their work teams. Salovey et al. (1999) found that individuals who were rated highly in the ability to perceive accurately, understand, and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive networks.

Mayer et al (2000) proposed that a high level of EI might enable a leader to be better able to monitor how work group members are feeling, and take the appropriate action. David Rosete and Joseph Ciarrochi (2005) found that higher emotional intelligence was associated with higher leadership effectiveness. However, Collins, (2002) found that EI may not directly play a significant role in the success of the executive participants, and that if a role exists, other variables may have an impact on the construct measurement.

Motivation and Leadership

Organizations, being social systems, heavily depend on the motivational levels of their employees for fulfilling the common purposes. Motivation is a complex phenomenon which is influenced by perceptions and strengthened by multiple factors. Individuals are also motivated by different things at different times in their lives. Leaders need to understand this complexity and know that what motivates one person will not necessarily motivate another. It is individual, and the degree of motivation achieved through one single strategy will not be the most effective way to motivate all employees.

Pinder (1998) defined work motivation as “a set of energetic forces that originates both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form, direction, intensity and duration”. Motivation is thus manifested by attention, effort, and persistence. The ability to measure factors that energize, channel, and sustain work behavior over time (Steers et al., 2004), is essential for capturing employee motivation and for developing interventions aimed at enhancing motivation, and in turn, job satisfaction and performance.

The Self Determination Theory of work motivation distinguishes between intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to doing an activity for its own sake because one finds the activity inherently interesting and satisfying. On the other hand, extrinsic motivation involves doing an activity for an instrumental reason.

There are different types of extrinsic motivation that can be relatively controlled by external factors or that can be relatively autonomous (i.e., self-regulated through an individual’s acquired goals and values). These types of motivation can be aligned along a continuum, that is, a quasi-simplex pattern (Ryan & Connell, 1989) representing the degree to which goals/values have been internalized (Ryan & Deci, 2002). At the low-end lies, amotivation in which individuals either lack the intention to act or act passively. Next along the continuum is external regulation namely, doing an activity only to obtain a reward. Next is introjected regulation, or the regulation of behavior through self-worth contingencies (e.g., self-esteem, guilt). This is followed by identified regulation which refers to doing an activity because one identifies with its value or meaning, and accepts it as one’s own. Finally, there is integrated regulation which refers to identifying with the value of an activity to the point that it becomes part of the individual’s sense of self. This is the form of extrinsic motivation that is most fully internalized and hence is said to be autonomous. Identification, integration, and intrinsic motivation are the prototype of self-determined motivations whereas amotivation, external regulation, and introjection are categorized as non-self-determined motivations.

Ken Sundheim (2013) focused on “What motivates people”, and he has thrown light on employee expectations in the work place. For employees to be motivated, certain factors such as pay, working conditions and job security need to be present in their work. Without these, even a good employee may not produce desired performance results. Kalar and Wright (2007) declare that subordinates’ beliefs and values are transformed to be more in line with the values and goals of an organization using transformational leaders’ craft, when they want to motivate their subordinates. This works towards increasing the intrinsic motivation of the subordinates, since they see the organization’s success as their own. Shamir et al. (1993) states that transformational leaders motivate their subordinates by enhancing their self-esteem and self-efficacy, this contributes to bringing their performance to a higher level.

Present Work

Although the literature linking emotional intelligence to leadership, leadership to motivation and motivation to emotional intelligence have been considered separately, it may be possible to formulate an integrative theoretical model based on the respective literatures. Thus it becomes interesting to find whether there is a path that goes through motivation in order to understand the association between emotional intelligence and leadership in the workplace. This mediational model can be visualized as follows:

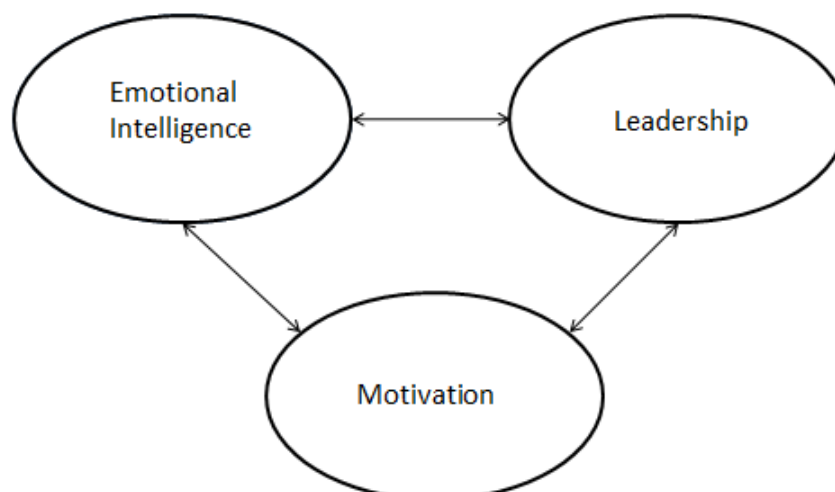


Figure 1: Mediational model indicating the association between emotional intelligence, motivation and leadership

Objectives

1. To study the relationship between Motivation and Emotional Intelligence
2. To study the relationship between Leadership and Motivation
3. To study the relationship between Emotional Intelligence and Leadership
4. To study the mediational role of Motivation in the association between Emotional Intelligence and Leadership at workplace

Hypothesis

1. There will be a significant relationship between Motivation and Emotional intelligence
2. There will be a significant relationship between Leadership and Motivation
3. There will be a significant relationship between Emotional Intelligence and Leadership
4. There will be a significant mediational role of Motivation in the association between Emotional Intelligence and Leadership at workplace

II. METHOD

Participants

A convenient sample of 60 professionals from middle and upper management levels from public and private sector (24 males and 36 females) between the ages of 25-50 years was chosen for the study. An exploratory research design was followed wherein the relationship between emotional intelligence and leadership, leadership and motivation, motivation and emotional intelligence and consequently the mediational role of motivation in the association between emotional intelligence and leadership at workplace was examined.

Variables

This study undertakes leadership as the independent variable, and, emotional intelligence and motivation as the dependent variables. It also considers motivation as the predictor variable to propose a mediational model. Age was kept constant.

Instruments

One of the Scales used in this study was the Multifactor Leadership Questionnaire - Form 5x (Leader Form). It contains 45 items to assess transactional, transformational and laissez-faire leadership factors, out of which 36 questions represent the nine leadership factors, (namely Idealized Influence- Attributed, Idealized Influence- Behavior, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, Contingent Rewards, Management by Exception- Active, Management by Exception- Passive, Laissez- faire) and rest 9 assess subordinate outcomes. Out of 9 questions, 3 questions assess subordinate extra effort, 4 questions for subordinate effectiveness, and 2 questions assess subordinate satisfaction. The items are designed in a Likert type format with 5 possible responses ranging from 'not at all' to 'frequently, if not always'. In order to calculate transformational leadership, an average of the scores of the items related to Idealized Influence- Attributed, Idealized Influence- Behavior, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration was taken. Similarly, for establishing transactional leadership, an average of the scores of items

pertaining to Contingent Rewards, Management by Exception- Active, and Management by Exception- Passive was calculated. However, simply an average of 4 items pertaining to laissez-faire was obtained to calculate Laissez- Faire leadership style. The test was found to have high reliability as measured by Cronbach’s alpha, which for each factor ranged from 0.67 to 0.93. Given the reliability of the scale, this tool has been determined to be appropriate for the study.

Motivation of the employees was assessed using the Work Extrinsic and Intrinsic Motivation Scale. It contains 18 items pertaining to 6 dimensions, namely, intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation. The items are designed as a 7- point likert scale ranging from ‘does not correspond at all’ to ‘corresponds exactly’. WEIMS was used to examine the influence of work self-determined motivation as opposed to non-self-determined motivation. A score for work self-determined motivation was generated by summing the means of each of the three self-determined subscales (i.e. intrinsic motivation, integrated regulation, identified regulation). Similarly, a score for work non-self-determined motivation was obtained by summing the means of the three non-self-determined subscales (i.e. introjected regulation, external regulation, and amotivation). Internal Consistency values of .87 and .72 for work self-determined and non-self-determined motivation indicate that it is a highly reliable measure.

Emotional Intelligence was measured using The Schutte Emotional Intelligence Scale. It contains four subscales: emotion perception, utilizing emotions, managing self- relevant emotions, and managing others’ emotions. For the present study, a cumulative score of each participant has been used. The SSEIT contains 33-items in a likert format ranging from 1 (strongly agree) to 5 (strongly disagree). Each sub-test score is graded and then added together to give the total score for the participant. For 3 items, i.e. 5, 28 and 33 reverse scoring is done, which ranges from 1 (strongly disagree) to 5 (strongly agree). A test- retest reliability of .78 suggests that the test is suitable for use.

Procedure

Professionals belonging to middle and upper management levels from public and private sector companies were approached through e-mail and telephonic conversation. They were briefed about the purpose of the study, its implications and how it would benefit them. All queries were entertained, confidentiality was assured and a clear picture of the entire process was given to them. After seeking their approval and confirmation for participating in the study, data was collected.

III. RESULTS

Inferential statistical measure of hierarchical multiple regression was used to investigate the association between emotional intelligence and leadership, leadership and motivation, motivation and emotional intelligence and consequently the mediational role of motivation in the association between emotional intelligence and leadership at workplace. Regression analysis was conducted in which emotional intelligence was entered as the independent variable and motivation (intrinsic and extrinsic) was treated as the predictor variable with leadership as the dependent variable.

Condition 1

This condition entailed emotional intelligence as the independent variable and motivation (intrinsic and extrinsic) as the dependent variable. In order to see the validity of condition 1 as a pre-requisite for applying Hierarchical multiple regression, the regression analysis was found out for both the motivation variables one by one and is given in Table 1. For intrinsic motivation, the adjusted R² has come out to be 0.41 suggesting 41% of variance in criterion variable is because of predictor variables. On the other hand, the adjusted R² has come out to be 0.240 suggesting 24% of variance in criterion variable is because of predictor variables. The beta Coefficients have been found to be significant for intrinsic motivation ($\beta = -0.649$; $t(60) = -6.493$, $p < 0.01$) and extrinsic motivation ($\beta = -0.503$; $t(60) = -4.436$, $p < 0.01$) (Table 1).

Table 1: Relationship of Emotional Intelligence with Intrinsic and Extrinsic Motivation

Predicted Variable	Variable in Equation	Adjusted R ²	β	t	Sig
Emotional Intelligence	Motivation (Intrinsic)	0.411	-.649	-6.493**	.000
	Motivation (Extrinsic)	0.240	-.503	-4.436**	.000

**t-values significant at 0.01 level

*t-values significant at 0.05 level

Condition 2

To test for condition 2, a regression analysis was performed in which motivation variables (intrinsic and extrinsic) were entered as independent variable and leadership styles (transformational, transactional, laissez faire) were entered as dependent variable. For leadership pertaining to intrinsic motivation, the adjusted R² is 0.318 indicating that intrinsic motivation is leading to 31.8% variance in the scores on the criterion variable of leadership. The beta coefficients of transformational leadership ($\beta = -.350$; $t(60) = -2.400$, $p < 0.01$), transactional leadership ($\beta = -0.189$; $t(60) = -1.328$, $p < 0.01$), and laissez faire leadership ($\beta = 0.261$; $t(60) = 2.320$, $p < 0.01$) are significant. (Table 2)

For leadership pertaining to extrinsic motivation, the adjusted R² is 0.330 indicating that extrinsic motivation is leading to 33% variance in the scores on the criterion variable of leadership. The beta coefficients of transformational leadership ($\beta = -.389$; $t(60) = -2.692$, $p < 0.01$) is significant. However, beta coefficients for transactional leadership ($\beta = -0.262$; $t(60) = -1.861$, $p < 0.01$) and laissez faire leadership ($\beta = 0.061$; $t(60) = 0.548$, $p < 0.01$) are not significant. (Table 3)

Table 2: Relationship of Intrinsic Motivation with Leadership Styles

Predicted Variable	Variable in Equation	Adjusted R ²	β	t	Sig
Motivation (Intrinsic)	Transformational Leadership	.318	-.350	-2.400*	.020
	Transactional Leadership		-.189	-1.328	.190
	Laissez faire Leadership		.261	2.320*	.024

**t-values significant at 0.01 level

*t-values significant at 0.05 level

Table 3: Relationship of Extrinsic Motivation with Leadership Styles

Predicted Variable	Variable in Equation	Adjusted R ²	β	t	Sig
Motivation (Extrinsic)	Transformational Leadership	.318	-.389	-2.692**	.009
	Transactional Leadership		-.262	-1.861	.068
	Laissez faire Leadership		.061	.548	.586

**t-values significant at 0.01 level

*t-values significant at 0.05 level

Condition 3

The regression analysis was conducted in which emotional intelligence was entered as independent variable and leadership styles (transformational, transactional and laissez faire) were considered a criterion variable.

The adjusted R² for transformational leadership came out to be 0.359 indicating 35.9% in transformational leadership due to emotional intelligence. Also, adjusted R² was 0.158, and 0.66 signifying 15.8% in transactional leadership and 66% in laissez faire leadership respectively, due to emotional intelligence. The beta coefficients of transformational leadership ($\beta = 0.608$; $t(60) = 5.836$, $p < 0.01$), transactional leadership ($\beta = 0.158$; $t(60) = 3.472$, $p < 0.01$), laissez faire leadership ($\beta = 0.066$; $t(60) = -2.270$, $p < 0.01$) are significant. The regression analysis explains that emotional intelligence accounts for variance in explaining the three leadership styles. However, emotional intelligence was found to be a more significant predictor of transformational leadership, than transactional and laissez faire leadership. Therefore regression analysis for condition 3 is also fulfilled.

Table 4: Relationship of Emotional Intelligence with Leadership Styles

Predicted Variable	Variable in Equation	Adjusted R ²	β	t	Sig
		.359	.608	5.836**	.000
		.158	.415	3.472	.001
		.066	-.286	-2.270*	.027

**t-values significant at 0.01 level

*t-values significant at 0.05 level

Condition 4

The hierarchical multiple regression was applied to study motivation (intrinsic and extrinsic) as mediating the relationship between emotional intelligence and leadership styles. For applying Hierarchical Multiple Regression, emotional intelligence was taken as the predictor variable, whereby motivation variables (intrinsic and extrinsic) were considered as the predictor variables and leadership styles were taken as an index of the outcome variable.

It is demonstrated in the adjusted R² result given in table 5 that when emotional intelligence was entered first in step 1, it led to 35.9% (Adjusted R²=0.359) variance in transformational variable, 15.8% (Adjusted R²=0.158) variance in transactional variable and only 6.6% (Adjusted R²=0.066) variance in Laissez faire variable. The beta values for the transformational Leadership ($\beta = 0.608$; $t(60) = 5.836$, $p < 0.01$), and transactional leadership ($\beta = 0.415$; $t(60) = 3.472$, $p < 0.01$), have come out to be significantly predicted by emotional intelligence in step 1. However, the beta value for laissez faire leadership ($\beta = -0.286$; $t(60) = -2.270$, $p < 0.01$) is not significant. In step 2, intrinsic motivation variable was added to see the mediational effect, and it accounted for 43.7% variance in transformational variable, 25.7% variance in transactional variable and only 16.06% variance in Laissez faire variable. The F values of transformational, transactional and laissez faire leadership respectively, are (34.054, $p < 0.01$) (12.053, $p < 0.01$) (5.151, $p < 0.01$) which predict a significant relationship of the predictor and the outcome variable along with revealing the mediational role of mediator variable (Table 5). Adding intrinsic motivation variable contributed to an additional 7.8% variance to transformational leadership, 9.9% variance to transactional leadership and 9.46% variance to Laissez faire leadership. The beta coefficients of transformational leadership ($\beta = -.079$, $t(60) = -.556$, $p < 0.01$) and transactional leadership ($\beta = -.065$, $t(60) = -.397$, $p < 0.01$) are significant in predicting the effect of intrinsic motivation. However, beta coefficient of laissez faire leadership ($\beta = -.323$, $t(60) = 1.791$, $p < 0.01$) indicates that it isn't significant in predicting the effect of intrinsic motivation as the mediator variable (Table 5). The beta coefficients of transformational leadership ($\beta = -.324$, $t(60) = -2.598$, $p < 0.01$) and transactional leadership ($\beta = -.379$, $t(60) = -2.645$, $p < 0.01$) are significant in predicting the effect of extrinsic motivation. However, beta coefficient of laissez faire leadership ($\beta = -.111$, $t(60) = .700$, $p < 0.01$) indicates that it isn't significant in predicting the effect of extrinsic motivation as the mediator variable. (Table 6)

Table 5: Summary of Hierarchical Regression Analysis for Intrinsic Motivation predicting Leadership

Order of Entry		F	Adjusted R ²	β	t	Sig
Predictor Variable	Predicted Variable					
<i>Step 1</i> Emotional Intelligence	Transformational	34.054	0.359	0.608	5.836**	.000
	Transactional	12.053	0.158	0.415	3.472**	.001
	Laissez faire	5.151	.066	-0.286	-2.270*	.027
<i>Step 2</i> Emotional Intelligence	Transformational			0.394	3.019**	.004
	Transactional			.182	1.215	.229
	Laissez faire			-.132	-.792	.432
<i>Intrinsic Motivation</i>	Transformational	5.039	.437	-.079	-.556	.581
	Transactional	4.894	.257	-.065	-.397	.693
	Laissez faire	.085	1.606	.323	1.791	.079

*p < .05, **p < .01

Table 6: Summary of Hierarchical Regression Analysis for Extrinsic Motivation predicting Leadership

Order of Entry		F	Adjusted R ²	β	t	Sig
Predictor Variable	Predicted Variable					
<i>Step 1</i> Emotional Intelligence	Transformational	34.054	0.359	0.608	5.836**	.000
	Transactional	12.053	0.158	0.415	3.472**	.001
	Laissez faire	5.151	.066	-0.286	-2.270*	.027
<i>Step 2</i> Emotional Intelligence	Transformational			0.394	3.019**	.004
	Transactional			.182	1.215	.229
	Laissez faire			-.132	-.792	.432
	Transformational	5.039	.437	-.324	-2.598**	.012

<i>Extrinsic</i>	Transactional	4.894	.257	-.379	-2.645**	.011
<i>Motivation</i>	Laissez faire	.085	1.606	-.111	-.700	.487

*p < .05, **p < .01

IV. DISCUSSION

This paper attempts to study the mediational role of motivation in the association between emotional intelligence and leadership at workplace. Leadership is a universal component of human condition, through which groups, organizations and societies seek to achieve their perceived needs and objectives. India has witnessed a decade long research relating emotional intelligence to leadership in business and has established a strong association between them. However, this study focuses on whether there is a path that goes through motivation in order to understand the association between emotional intelligence and leadership in the workplace. Motivation has two sub-types: intrinsic or self-determined and extrinsic or non-self-determined motivation. While intrinsic motivation is the motivation to do something for its own sake or for the sheer enjoyment of a task, extrinsic motivation refers to the motivation to do something in order to attain some external goal or meet some externally imposed constraint.

The first objective deals with studying the relationship between motivation and emotional intelligence. Both intrinsic as well as extrinsic motivations are significant predictors of emotional intelligence (Table 1). While some authors argue that emotional intelligence consists of a number of social and emotional competencies including self-motivation (Goleman 1995, 1998), others maintain emotional intelligence abilities are restricted to abilities that directly link emotions to cognition (Mayer & Salovey, 1997). Motivation is a factor related to emotional intelligence but is not a component part of the emotional intelligence construct (Christie et. al, 2007). Kumar, Mehta and Maheshwari (2013) found a strong and significant effect of emotional intelligence achievement motivation. A highly motivated individual will have the potential to positively impact employees' behaviors with outcomes such as job satisfaction, positive work attitudes, self-efficacy, as he/she would have a higher level of emotional intelligence.

The second objective focused on the relationship between leadership and motivation. While intrinsic motivation is significantly associated with transformational and laissez faire (Table 2), extrinsic motivation has a strong significant link with transformational leadership style (Table 3). The findings indicate that in the corporate sector, external rewards like monetary gain, incentives, material rewards or praise have a definitive impact on performance at work. Despite high levels of intrinsic motivation involving desire for success, growth and passion for work, it is the extrinsic motivation that determines work performance to a greater extent. A stark contrast can be seen in the sports domain, wherein intrinsic motivation is a significant mediator of the relationship between transformational leadership and sports performance, suggesting that transformational leadership may enhance intrinsic interest in the task (Charbonneau, Barling, & Kelloway, 2006).

The third objective was to study the relationship between emotional intelligence and leadership. Referring to table 4, we can infer that emotional intelligence is most highly associated with transformational leadership. A transformational leader increases employee awareness and promoted a higher quality of performance and greater innovativeness. Such a leader convinces followers to extend themselves and to develop themselves further. He/she is subject to his own emotions and also those of the others; yet he needs to maintain a posture of emotional upbeat in the midst of numerous challenges and hardships (Clare & Isbell, 2001). Gardner and Stough conclude that EI is correlated highly with all components of transformational leadership, with the components of understanding of emotions and emotional management the best predictors of leadership style. Transactional and Laissez faire leadership are also significantly associated with emotional intelligence (Table 4). A positive relationship between contingent reward (a component of transactional leadership) and emotional intelligence was also predicted. (Gardner & Stough, 2002).

The fourth objective refers to studying the mediational role of motivation in the association between emotional intelligence and leadership at workplace. When HMR was applied, transformational and transactional leadership were significant before they were regressed. As an attempt was made to understand whether motivation played a mediational role in the association between emotional intelligence and leadership, it was found that only extrinsic motivation played a significant role in determining the impact of emotional intelligence on transformational and transactional leadership styles (Table 5 and 6). Attributes of extrinsic motivation including factors like recognition awards, performance goals, compensation increases, bonuses, fear of failure or punishment mediate emotional intelligence to generate effective transformational and transactional leadership capacities.

V. CONCLUSION

Therefore, it can be concluded that extrinsic and intrinsic motivation, and transformational and transactional leadership, respectively, are significant predictors of emotional intelligence. While

transformational and laissez faire leadership are significant predictors of intrinsic motivation, transformational leadership is a significant predictor of extrinsic motivation. Only extrinsic motivation plays a significant mediational role in the association between emotional intelligence and transformational, transactional leadership at workplace.

REFERENCES

- [1]. Ashkanasy, N. M., & Tse, B. (2000). Transformational leadership as management of emotion: A conceptual review. In N. M. Ashkanasy, C. E. J. Hartel & W. J. Zerbe, *Emotions in workplace: Research, theory and practice* (221-235). Westport, CT: Quorum Books.
- [2]. Avolio, B.J. (1999). *Full Leadership Development Building the Vital Forces in Organizations*. Sage Publications, Thousand Oaks.
- [3]. Avolio, B.J., Bass, B.M. & Jung, D.I. (1999), Re-examining the components of transformational and transactional leadership using the multifactor leadership questionnaire. *Journal of Occupational and Organizational Psychology*, 72 (4), 441-62.
- [4]. Bass, B. & Riggio, R.E. (2006). *Transformational Leadership*, Mahwah, NJ: Lawrence Erlbaum Associates.
- [5]. Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: The Free Press.
- [6]. Bass, B.M. (1985). *Leadership and Performance Beyond Expectations*, New York: NY, Collier Macmillan.
- [7]. Burns, J.M. (1978), *Leadership*, New York, NY, Harper & Row.
- [8]. Charbonneau, D., Barling, J., & Kelloway, E. (2001). Transformational leadership and sports performance: The mediating role of intrinsic motivation. *Journal of Applied Social Psychology*, 31, 1521-1534. doi: 10.1111/j.1559-1816.2001.tb02686.x
- [9]. Christie, A., Jordan, P. J., Troth, A. C., and Lawrence, S. (2007). Testing the Link between Emotional Intelligence and Motivation. *Journal of Management and Organization*, 13(3), 212 – 226. <https://doi.org/10.1017/S1833367200003709>
- [10]. Clore, G. L., Wyer R. S., Dienes, B., Gasper, K., Gohm, C. L., & Isbell, L. (2001). Affective feelings as feedback: Some cognitive consequences. In L. L. Martin & G. L. Clore (Eds.), *Theories of mood and cognition: A user's handbook* (27–62). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- [11]. Collins, V. L. (2002). Emotional intelligence and leadership success. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 62(11-B), 5416.
- [12]. David Rosete, Joseph Ciarrochi. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organization Development Journal*, 26(5), 388-399. <https://doi.org/10.1108/01437730510607871>
- [13]. Eagly, A. H., Johannesen-Schmidt, M. C., & van Engen, M. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, 129, 569–591. DOI: 10.1037/0033-2909.129.4.569
- [14]. Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal*, 23(2), 68-78. <https://doi.org/10.1108/01437730210419198>
- [15]. George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53, 1027–1055. <https://doi.org/10.1177/0018726700538001>
- [16]. Goleman, D. (1995). *Emotional Intelligence*. Bantam Books, New York, NY
- [17]. Goleman, D. (1998). *Working with Emotional Intelligence*, Bantam Books, New York, N.Y.
- [18]. Humphrey, R. (2002). The many faces of emotional leadership. *The Leadership Quarterly*, 13(5), 493–504.
- [19]. Judge, T.A., Piccolo, R.F. (2004). Transformational and transactional leadership: a meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89 (5), 755-68. DOI: 10.1037/0021-9010.89.5.755
- [20]. Kalar, T., & Wright, D.L. (2007). Leadership theory and motivation of medical imaging employees. *Radiology Management*, 29(6), 20-28.
- [21]. Lowe, K.B., Gardner, W.L. (2000). Ten years of the leadership quarterly: contributions and challenges for the future, *Leadership Quarterly*, 11 (4), 459-514.
- [22]. Mayer, J.D. and Salovey, P., (1997). "What is emotional intelligence?" In Salovey, P. and Sluyter, D. (Eds), *Emotional Development and Emotional Intelligence: Educational Implications*, Basic Books, 3-31, New York, N.Y.
- [23]. Mayer, J.D., Salovey, P. & Caruso, D.R. (2000). 'Models of emotional intelligence', in Sternberg, R.J. (2nd Eds.): *Handbook of Human Intelligence*, Cambridge University Press, New York, 396.
- [24]. Pescosolido, A. T. (2002). Emergent leaders as managers of group emotion. *The Leadership Quarterly*, 13, 583-599. [http://psycnet.apa.org/doi/10.1016/S1048-9843\(02\)00145-5](http://psycnet.apa.org/doi/10.1016/S1048-9843(02)00145-5)

- [25]. Pinder (1998). *Work Motivation in Organizational Behavior*. Upper Saddle River, NJ: Prentice Hall
- [26]. Podsakoff, P.M., Bommer, W.H., Podsakoff, N. & MacKenzie, S.B. (2006), Relationships between leader reward and punishment behavior and subordinate attitudes, perceptions, and behaviors: a meta-analytic review of existing and new research. *Organizational Behavior and Human Decision Processes*, 99 (2), 113-42. DOI: 10.1016/j.obhdp.2005.09.002
- [27]. Podsakoff, P.M., MacKenzie, S.B., Moorman, R.H. & Fetter, R. (1990). The influence of transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors, *Leadership Quarterly*, 1(2), 107-42.
- [28]. Ryan, R. M., & Connell, J. P. (1989). Perceived locus of causality and internalization. *Journal of Personality and Social Psychology*, 57, 749 – 761.
- [29]. Ryan, R. M., & Deci, E. L. (2002). Overview of self-determination theory: An organismic dialectical perspective. In E. L. Deci, & R. M. Ryan (Eds.), *Handbook of self-determination research* (3–33). Rochester, NY: University of Rochester Press.
- [30]. Salovey, P., Bedell, B. T., Detweiler, J. B., & Mayer, J. D. (1999). Coping intelligently: Emotional intelligence and the coping process. In C. R. Snyder (Ed.), *Coping: The psychology of what works* (141-164). New York: Oxford University press.
- [31]. Shamir, B., House, R.J., & Arthur, M.B. (1993). The motivational effects of charismatic leadership: A self-concept based theory. *Organization Science*, 4(4), 577-594. <https://doi.org/10.1287/orsc.4.4.577>
- [32]. Steers, R. M., Mowday, R. T., & Shapiro, D. L. (2004). The future of work motivation theory. *Academy of Management Review*, 29, 379 – 387.
- [33]. Stogdill, R. (1974). *Handbook of Leadership: A Survey of the Literature*. New York: Free Press.
- [34]. Sundheim, K. (2013). 15-Traits-Of-The-Ideal-Employee.
- [35]. Tejeda, M.J., Scandura, T.A. & Pillai, R. (2001). The MLQ revisited: psychometric properties and recommendations, *Leadership Quarterly*, 12(1), 31-52. DOI: 10.1016/S1048-9843(01)00063-7
- [36]. Yammarino, F.J., Dionne, S.D., Chun, J.U. & Dansereau, F. (2005). Leadership and levels of analysis: a state-of-the-science review, *Leadership Quarterly*, 16 (6), 879-919. <http://psycnet.apa.org/doi/10.1016/j.leaqua.2005.09.002>

1Meghna Ganesh Mediational Role of Motivation in the Association between Emotional Intelligence and Leadership at Workplace.”*IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. vol. 23 no. 08, 2018, pp. 07-16.