University of KwaZulu-Natal

The relationship between Emotional Intelligence and Transformational Leadership at Nedbank

by

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Declaration

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Acknowledgements

This dissertation is dedicated to the pursuit of all things possible….an unwavering belief that anything is possible through faith, perseverance, and determination.

The completion of this study represents far more than an academic achievement, it is the culmination of years of commitment, resilience, sacrifice, and personal growth. This journey has challenged me in ways I never imagined, yet it has also strengthened my character and reinforced the value of persistence. I am deeply grateful to the many individuals whose support, encouragement, and guidance made this accomplishment possible.

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Abstract

Objective: The purpose of this study was to explore the relationship between emotional intelligence competencies in leaders and its perceived influence on transformational leadership.

Background: Emotional intelligence has developed considerably from both a research and academic perspective. This could be driven by the data and studies that allude to the notion that a high degree of emotional intelligence can lead to enhanced thinking and behaviour. The study of emotional intelligence and its relative linkage to the discipline of leadership debate not only the corroboration of the evidence around the predictive power of emotional intelligence for workplace results, but also tests the validity of the construct, its measurement capability and the value of emotional intelligence (Dasborough *et al.,* 2022, p.2).

Transformational leadership embodies charisma and relates to the feeling of moods, and attitudes that acts as a catalyst to accelerate change in the organisation (Shrestha, 2020, p.112). The literature identifies the transformational leadership concepts in the four categories of Intellectual stimulation, Individualised consideration, Idealised influence (Charisma) and Inspirational motivation.

(Bradberry & Greaves, 2009, p.5) deduced that emotional intelligence is rooted in elements of human behaviour and is distinctly separate from intellectual ability. They go on to further articulate that these set of skills can through practice be acquired and improved on (Bradberry & Greaves, 2009, p.19). It was thus necessary to pursue an empirical study to investigate and better understand the phenomena termed emotional intelligence in relation to transformational leadership and to broaden the knowledge gap to include a more informed and tangible link between the construct's theory and practice.

Methods: Included in this study are three main aspects that help elucidate the relationships among emotional intelligence and transformational leadership competencies. Chapter two covers the theoretical aspects from current literature that addresses leadership, its traits and styles as well as emotions, emotional intelligence and transformational leadership characteristics. Chapter three introduces a framework of the research methodology and the data collection. Primary data was gathered using a quantitative study that was aimed at exploring the relationship between emotional intelligence and transformational leadership. Emotional Intelligence was measured using the using the Emotional Intelligence Questionnaire (EIQ). This questionnaire covered five fundamental areas on emotional intelligence namely self-awareness, managing emotions, motivating oneself, empathy and social skills. Transformational leadership was tested using the Multifactor Leadership Questionnaire (MLQ) which covered three leadership styles and their dimensions. Chapter four explained the two-pronged study that addressed the research questions and the hypothesis relationship between EI and TL, its analysis and discussion. Chapter five presents the concluding remarks related to the objectives of the study and the recommendations for future research.

Results: This study investigated and analysed the relationship between the overall emotional intelligence (EI) components and transformational leadership (TL). The results indicated that there was a relationship between empathy as an inherent factor of EI on TL. The study also revealed the relationship between leaders' EI abilities and their TL

style and demonstrated that leaders with high emotional intelligence are more likely to be attentive to their own and others' needs and knowledgeable of how to make the best judgments possible to meet the requirements of all parties involved. The favorable connections across EI components and TL further support the findings of earlier research that revealed positive correlations between EI and idealised influence, inspiring motivation and individualised consideration which were all components of TL.

The results indicate that the emotional intelligence and its related constructs will positively relate to transformational leadership.

Conclusion: This study analysed the significance of emotional intelligence on transformational leadership for managers in Nedbank. The paper empirically studied the five constructs that influenced emotional intelligence namely (self-awareness, self-regulation, motivation, empathy and social skills). In addition, the research also addressed transformational leadership (inspirational motivation, idealised influence, intellectual stimulation and individualised consideration). Multiple regression and correlation analysis were performed that tested the relationship between emotional intelligence and the transformational leadership style. The research supports further consideration of including EI in team training programmes to enhance the work environment.

Key Words: Emotional Intelligence, Emotional Intelligence Questionnaire, Emotional Quotient, Empathy, Managing Emotions, Motivating Oneself, Multifactor Leadership Questionnaire, Social Skills, Transactional Leadership, Transformational Leadership.

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Chapter One

1. Overview of the Research

1.1 Introduction

This chapter introduces the study that focused on the relationship between emotional intelligence and transformational leadership at Nedbank. Much consideration is given to the differentiation between leadership and transformational leadership. (Belias & Koustelious, 2014, p.186), consider that leadership in an organisation refers to the way in which leaders lead, by providing the direction or strategic intent, implementation of plans and the motivation of employees. They define leadership as "a specific leadership style applied by superiors who motivate their followers to perform at a higher level by inspiring them, offering them intellectual challenges and paying attention to their individual needs" (Belias & Koustelius, 2014, p.189). The term "emotion" focuses on the affective or intuitive element while "intelligence" demonstrates the more cognitive element (Kanesan & Fauzan, 2019, p.2). The forging of relationships are a crucial part of leadership and emotional intelligence presents the soft skills that have been pinpointed as foundational to these interpersonal relationships (Boyatzis, 2018, p.42).

The chapter is positioned to provide an outline of the relationship and addresses the problem statement, purpose of the study, the research questions, significance of the study and the overview of the methodology together with the collection instruments utilised in this study.

1.2 Background of the Cash and Self-Service Banking Channel (CSSB) in Nedbank

Nedbank is one of the widely recognised big banks in the financial industry with a strong people centred culture underpinned by its people promise and aspirations to be the best place to work and bank (Nedbank, 2021).

Keeping in line with these values a truly transformational leadership team will be a fortified competitive advantage for the organisation and will only strengthen the banks position and add to its longevity and success.

1.3 Background of the Study

This chapter introduces the theoretical and conceptual frameworks that the study was based on. The two main theoretical constructs that frame this study are Emotional Intelligence and Transformational Leadership among the management cadre at the Cash and Self-Service Banking channel at Nedbank.

The 4th industrial revolution and the need to remain relevant has caused the financial landscape to innovate at a more rapid pace. The Cash and Self-Service Banking Channel therefore needs to be more digitally disruptive with its technological advancements to keep up with competitors

and changing market trends. Digital transformation is inevitable but one cannot ignore the impact that this will have on the workforce. Leadership would need to understand their own emotions as well as those of their teams. In doing so they the organisation would need to craft into its evolution strategies the journey it will take its people on. The leadership team is essential for this to happen as they are a critical mechanism for transformational leadership. Emotional intelligence is therefore critical to the strategy as it is perceived to be crucial for support leadership to build trust, ensure that the workplace culture is adapted and accepted by employees during these changing times, has the ability to foster inclusivity, collaboration, improved decision making and most importantly creating a psychological safe space for all.

The research investigation is positioned to contribute to the body of knowledge and support the organisation alike.

1.3.1 Transformational Leadership

Cavazotte *et al*., (2012, p.1) define good leaders as those who display transformative qualities such as charisma, creativity, innovation and inspire others by their vision of change. Such qualities assist to breathe new change in their subordinates as they inspire them to unlock their potential to reach higher performance levels (Modassir & Singh, 2008, p.3).

A transformational leader is one who steps away from the routine management of the operation or department and crafts strategies to take the team to higher levels of performance and success (Ingram, 2018, p.2).

1.3.2 Emotional Intelligence

“Emotional Intelligence refers to the capacity for recognising one’s feelings and those of others, for motivating ourselves, and for managing emotions with ourselves and in our relationships” (Jansen, 2018, p.3). It is the identification and control of one’s emotions so “a person with a high EI can successfully combine the three components of emotion (cognitive, physiological, and behavioural components (Raesli *et al*., 2016, p.516). People are very often driven by feelings and emotions and leaders are no exception to this (Naznin, 2013, p.64). As a result, it is noted that emotions play a pivotal role in the management of people as emotions are the foundation of the emotional intelligence theory (Naznin, 2013, p.64).

1.3.3 The Relationship between Emotional Intelligence and Transformational Leadership

“Chi-Sum Wong and Kennith Law of the Chinese University of Hong Kong, decided to investigate the connection between emotional intelligence and leadership” (Wong & Law, 2002, p.245). Wong and Law’s (2002, p.253) “definition of emotional intelligence harkened back to early psychologist Edward Thorndike who, in 1920, believed that being able to act wisely in social relations was a fundamental component of overall intelligence”.

1.4 The Problem Statement

Whilst there is literature on the separate components of emotional intelligence and leadership there is a limitation on how this phenomenon can impact future or transformational leaders. The literature that exists does not adequately demonstrate the effect on the relationship of leaders especially in the banking sector.

When this is determined it will be beneficial in utilising that to craft a learning and development plan to improve this soft skill.

Literature shows us that emotional intelligence is important. When leaders display emotional intelligence and this evokes the feeling that "my boss cares about me" then followers instinctively are more prone to appease this leader by remaining in the organisation longer, be more in tune with the vision and goals of the organisation which enables them to display similar behaviours and this will inadvertently produce a more synchronised and pragmatic organisational culture (Adiguzel & Uygun, 2020, p.121).

The focal reason that this study was undertaken was to identify the emotional properties that managers held such as self-awareness and empathy and to then come up with feedback on how to develop that in the management teams in the banking environment.

1.5 Purpose and Significance of the Study

There has been a surge of interest in the causal relationship between emotional intelligence and transformational leadership (Munir *et al*., 2023, p.332).

The purpose of this study was to investigate whether a statistically significant relationship exists between emotional intelligence and leadership with a focus on transformational leadership.

The study further aimed to demonstrate the importance of emotional intelligence in people management so leaders could understand the importance of this characteristic and work to identify, develop or enhance this soft skill so as to make the work environment a more fruitful and effective place. The component of emotional intelligence that will be interrogated to determine the impact of this is on creating transformational leaders and if this soft skill can be re-engineered by means of training and development in leaders to create a dynamic workforce that results in the organisations success (Belias & Koustelios, 2014, p.191).

As organisations enter the 4th industrial revolution there is a need to ensure that they are adaptable so as to remain relevant and ultimately sustainable. According to (Ekermans & Roux, 2021, p.2), the studies into emotional intelligence invokes a positive connotation on the impact on both job performance and leadership. Researchers have found that leaders with a more transformational leadership style have a higher level of emotional intelligence and thus are more effective in influencing the attitudes of their subordinates (Ekermans & Roux, 2021, p.2). Although there is an abundance of research that exists on EI and leadership, there is still a major gap in that there is an insufficient focus on the importance of EI in management, especially in the devolvement of people, the abilities it has on identifying and creating inspirational and transformational leaders and the inclusion of this in the corporate culture in Nedbank. The researcher aims to identify the research material relevant to the problem

identified in the study, analyse the extent of the gap in the organisation through the testing and analysis of the primary data collected and formulate the potential implementation of strategies to leverage of the positive results of emotional intelligence as a competitive advantage.

1.6 Research Questions

The research questions underpinning this study are:

1.6.1 What is the relationship between a leader's inherent, emotional intelligence abilities and their transformational leadership style?

1.6.2 What is the relationship between a leader's individual emotional intelligence abilities and their transformational leadership style?

1.6.3 What is the relationship between leader's behavioural, emotional intelligence abilities and their transformational leadership style?

1.7 Research Hypotheses

Question: Does an increased level of emotional intelligence augment the chance of a more transformational leader?

Hypothesis (H_1): Emotional Intelligence is positively associated with transformational leadership.

Alternate Hypothesis (H_a): Increased emotional intelligence leads to a more transformational leader.

Null Hypotheses (H_0): Increased emotional intelligence does not lead to a more transformational leader.

1.8 Research Objectives

Objective One: To evaluate the evolution of leadership, leadership theories and styles that support how to better understand the emotional intelligence abilities of leaders.

Objective Two: To identify the dimensions of transformational leadership and how they influence the behaviours of leaders.

Objective Three: To determine the characteristics of emotional intelligence and how they influence the behaviours of leaders.

Objective Four: To measure how the inherent factors of EI would affect the overall relationship between EI and TL.

1.9 Factors Flowing from the Objectives

Based on the objectives the MLQ and EIQ questionnaires were used. Leaders in the Self-Service Banking channel at Nedbank were asked to complete the questionnaires. The questionnaires were aimed at the behaviours of transformational leadership as the leader perceives it and the dimensions of emotional intelligence and how they control and influence leadership effectiveness.

The research was aimed at which characteristics were of significant importance to the leader.

Based on the literature search of both transformational leadership and emotional intelligence the following aspects were identified for further study:

Leadership and Leadership Styles

Leadership Theories

Transformational Leadership

Leadership Practices

Transactional Leadership

Laissez-Faire Leadership

Emotions

Emotional Intelligence

1.10 Overview of Research Methodology

In line with the perceived problem raised the research was gathered to test the validity of the problem using the below methodology to guide the data collection process.

1.10.1 Research Design

This study used a two-part quantitative data survey to attempt to address the research objectives.

The Multifactor leadership survey by Avolio and Bernard was utilised with the intention of the instrument to assess leadership styles. The Emotional intelligence questionnaire by Goleman was also utilised. It was designed to measure the varying competencies of emotional intelligence with specific emphasis on self-awareness, motivating oneself, managing emotions, empathy, and social skills.

The decision to explore this relationship approach was due to the nature of the intangible EI and its effects on the leadership style.

1.10.2 Research Approach

The research contains a combination of secondary data to represent what information has already been made available as well as the primary data that was collected using the survey research method approach.

The purpose of this quantitative study was to investigate whether a statistically significant relationship exists between emotional intelligence and leadership with a focus on transformational leadership.

Secondary data was gathered from published works to understand the research already gathered on the constructs of emotional intelligence and transformational leadership. Secondary data was carefully reviewed and analysed to ensure it was relevant to the study and supported the research paradigm.

This further assisted the researcher to determine what models would suit the research direction that would be taken for the primary data collection. Primary data was collected by means of questionnaires. These were the Multifactor Leadership Questionnaire (MLQ) and the Emotional Intelligence Questionnaire (EIQ). These were found to be effective for measuring the relationships between the variables. The two research instruments utilised would measure the respondents leadership style and their emotional quotient.

The approach is intended to demonstrate the correlative nature of the relationship between the two variables being emotional intelligence and transformational leadership.

1.10.3 Study Site

The study site is Nedbank. Field research was conducted within the management team from the Cash and Self-Service Banking channel of the bank.

1.10.4 Target Population

According to (Sekaran, 2003, p.265) population is defined as “the entire group of people, events or things of interest that the researcher wishes to investigate”. The population in this study is the entire group that we wanted to draw conclusions from. The Cash and Self-Service Banking channel in Nedbank has been identified as the division where the study will be conducted.

The channel has a staff complement of 399 people, and this number of people make up the population of our study. From this staff compliment there are 90 managers that have staff reporting into them. These 90 managers make up the sample frame.

1.10.5 Sample

A sample is that specific group of individuals selected from the population that the researcher gathers data from. “A sample is a finite part of a statistical population whose properties are studied to gain information about the whole” (Mugo, 2002, p.3). The sample that will be used in this study will be selected from the middle and senior managers of the organisation. A maximum of 37 people from the sample frame participated in the study and is referred to as the sample size.

1.10.6 Sampling Method

Different sampling methods are utilised by researchers that are driven by the type of information they wish to gather. At any given time, it is not always possible to gather information from a widespread group of individuals in a specific group hence researchers choose to select a sample that is representative of the population under study.

This study utilised the probability sampling method. In this method there is the assumption that each member that makes up the population has a chance of being selected. This study used the quantitative

research method. The quantitative approach assists to quantify the data collected and make general results. It is imperative that the correct sampling method is chosen relative to the population to achieve reliable results.

Probability sampling necessitates the use of random selection which permits the researcher to compel strong statistical inferences that is representative of the whole population and reduces sample bias.

1.10.7 Sampling and Sample Size

The target population of this study was 37 managers that have subordinates reporting directly into them at Nedbank. The sample used in this study were selected from the middle and senior managers of the organisation. Managers were selected using probability sampling and the technique utilised was the cluster sampling technique which is practical when the population of the study is scattered as it allows for a good representation of participants amongst the different regions. There is also a limited chance of a sampling error.

1.10.8 Collection Instruments

These instruments used to collect the data were in the form of questionnaires.

Multi Factor Leadership Questionnaire (MLQ)

For the purpose of this study the MLQ was used to measure how managers or leaders in the Nedbank Self-Service Banking division perceive themselves in relation to specific leadership behaviours. The leadership framework that this concept was based on Bass (1985). The instrument was made up of 45 questions that measured three major leadership styles such as transformational leadership, transactional leadership, and passive avoidant (laissez-faire) leadership, as cited in (Belias & Koustelios, 2014, p.192). The seven-scale questionnaire is multi-dimensional and covers the four dimensions of Transformational Leadership, two dimensions of Transactional Leadership and one scale of Non-Leadership (Belias & Koustelios, 2014, p.192).

The MLQ in essence, is utilised to measure a full range of leadership behaviours and how leaders perceive themselves. This is covered in chapter 3 in more detail.

Emotional Intelligence Questionnaire (EIQ)

The questionnaire was designed to cover the dimensions of emotional intelligence and how they control or influence the effect they have on leader effectiveness. According to (Barling *et al.,* 2000, p.157), some of the main contributors to the study of emotional intelligence in the earlier days were (Salovey and Mayer, 1990), (Bar-on, 1997) and (Goleman, 1995). The key characteristics that formed part of the emotional intelligence paradigm were namely: understanding one's emotions, the need to know how to manage these emotions, emotional self-control, understanding others' emotions (empathy) and managing relationships (Barling *et al.,* 2000, p.157).

The EIQ in essence, is utilised to measure an individual's ability to recognise, understand, manage and use emotions effectively in themselves and others (Barling et al., 2000, p.160). This is covered in chapter 3 in more detail.

1.10.9 Motivation for the Study

More insight into the different components of emotional intelligence and its behaviours was needed and how they work together to support transformational leadership and leadership effectiveness. The outcome of an emotionally intelligent, transformational leadership on follower performance was a critical factor that needed to be determined to support the leadership direction.

1.11 Significance and Value of the Research

This research identifies beneficial characteristics in both the emotional and transformational leadership aspects. The characteristics were important to understand as they were key identifiers that enabled the researcher to understand the emotional and transformational competencies of the leaders in the organisation. The key success lay in the identification of these characteristics and the ability to understand and utilise them when leading.

The research came across successes when leaders apply the principles of emotional intelligence thinking and the transformational components for more effective leadership direction. Often a lack of direction or key understanding of how to identify and hone the abilities is what leads to a high staff churn of talented individuals that leave largely due the culture that does not support leadership direction and growth.

The research was led by objectives, and it is the hope that the organisation will draw from the research, its findings and its recommendations to craft a framework on how it can implement the identification and nurturing of emotionally and ultimately transformational leaders in the organisation that will have a positive impact on the leadership and employee relationship and will ultimately lead to a formidable competitive advantage.

Recommendations were made to support the use of tools to identify leadership capabilities that align to a strategic and transformational standpoint as well as on emotional intelligence learnings and how those learnings can support a more in-depth and purposeful culture in leadership.

The intended result is that aspiring leaders and business will benefit mostly from the identification and application of the principles of emotional intelligence so as to enhance leadership to a more transformational level.

1.12 Limitations of the Study

Results using only the leaders in ratings of effectiveness may make it difficult to effectively assess the connection between leadership impact and performance as the respondents could display of lack of subjectivity.

The study was carried out in only the Self-Service Banking channel of the bank. The use of leaders in the study from only one business unit may not be truly representative of the entire organisation and could have an impact on the results, conclusions, and recommendations.

1.13 Managerial Implications

An increased understanding of which emotional intelligence proficiencies influence transformational leadership behaviours will be advantageous in the development of leaders. This can support a targeted approach for the development of leader trainings or curriculums that include intervention strategies to increase leadership effectiveness.

1.14 Summary

This dissertation offers a comprehensive review of emotional intelligence with a refined focus on its ability to a stimulate and enhance transformational leadership. The study investigated and analysed the relationship between the overall EI components and TL. There was a total sample of 37 employees that participated in the study. The findings of the study suggests that emotional intelligence has the potential to positively influence the transformational leadership style.

1.15 Conclusion

The chapter has introduced the research problem, fundamental research questions and an outline of what the research focuses on. The objective of the study was to review and understand the factors that influence the relationship between emotional intelligence and transformational leadership.

Chapter two that follows covers a review of the pertinent literature that is relevant to this study.

Chapter Two

2. Literature Review

2.1 Introduction

This chapter covers the literature that is relevant to the research being undertaken. The subject matter covered are leadership, leadership theory, leadership styles, transformational leadership, emotions and emotional intelligence. Aspects critical to both transformational leadership and emotional intelligence are detailed.

The literature review includes books, journal articles, websites, and thesis work. These have been well read, understood and relative to the present study conducted. It must be noted that whilst some sources may be dated, they are relevant to the creation of the emotional intelligence concepts and are supported by current sources.

Definitions related to leadership, transformational leadership and emotional intelligence are indicated to ensure that it supplies a basis for the research. The evolution of the leadership approached has led to some theories that was examined as part of the leadership learning journey. The multi-factor leadership measurement covers the leadership components of transformational leadership, transactional leadership and laissez faire leadership styles. Emotional intelligence and it key characteristics are then discussed. The significant of this research study can be substantial as it has the potential to assist the organisation to develop effective leaders who can lead with empathy and inspiration (Munir *et al*., 2023, p.332). All the information used in the literature review is essential to addressing the research objective on the relationship between emotional intelligence competencies in leaders and its perceived influence on transformational leadership.

In summary, the research gap for this study involves both emotional intelligence and transformational leadership and the perceived relationship between these two constructs.

2.2 Leadership

Dating back, (Kotter, 1988, p.16) defined the concept of leadership as "the process of moving a group of people in the same direction through mostly noncoercive means." This is further refined by (Patton, 2020, p.3) who describes leadership by as a perception by others and defines it as not a title that one holds but rather how a position on power inspires and motivates those around them. In many instances the view is that the leader is the one that occupies the role of seniority or accountability. An easy judgement when one cannot differentiate between a manager and a leader. Analysing Kotter's intention of using the word 'process' in the definition, it is attempting to support the definition on leadership based on the trait 'a great man, doing great things' as the element that underpinned his theory (Kotter, 1988, p.17). The suggestion that leaders in all levels of management or in an immediate supervisory capacity can learn to be effective leaders is reinforced by Maxwells' theory that leadership is about the ability to influence followers in the direction of a common and yet worthwhile goal (Maxwell, 1993, as cited in Wong *et al.,* 2019, p.33).

There are several definitions for leadership that hold the similar concepts as that relayed by Kotter, but none sum is up more simply that (Summerfield, 2014, p.252) where he addressed the core function of leadership to be the ability to "make things better". His view was that leadership is well received by subordinates and peers when it is democratic and collegial. It is imperative that we look at these differing definitions with a view of how to adopt changes as they evolve to add relevance for changing times and add value for a broader transformational leadership.

There is a distinct differentiation between management and leadership. Management is very task orientated and addresses the coordination and delivery of the tasks whereas leadership at its most basic explanation looks at the development of the team (Sands, 2020, p.3). Good leadership has been demonstrated to adequately propel organisations forward. Fortune 500 companies and both local and global conglomerates see leadership as a competitive advantage and with its growing interest and exponential perceived benefits it is therefore prone to being a more widely studied and researched topic which over time has been defined and contextualised many times. (Belias & Koustelios, 2014, p.189) approached the context of leadership with a view that it is a conscious behaviour that superiors follow in the daily engagements with their employees.

Despite there being more studies and investigations being done post (Belias & Koustelios, 2014, p.189), it is more widely accepted that the work of (Shurbagi & Zahari, 2012, p.89), holds true to what leadership can be defined as and still remains relevant.

(Shurbagi and Zahari, 2012, p.90), aptly summed up leadership as being a conscious behaviour that is displayed by every leader who uses his or own style but is still influenced and guided by the principles set out by the organisations culture and based on that organisational culture it drives a leadership style that becomes the acceptable norm and will provide a framework that will guide the expectation of conduct for leaders to follow.

2.3 Leadership Styles

Skilled competent and highly motivated talent is a competitive advantage for many organisations and with an extremely competitive environment it is imperative that organisations have the right leadership styles in place to boost employee morale and performance and productivity to reduce the attrition rate.

Every organisation is in business to achieve an objective and have the best possible outcomes along the way. Leadership styles that lack cohesion have the potential to affect the rate of effectiveness and performance and ultimately that objective. Leadership is an influential process that seeks both mandatory and voluntary participation of varying degrees in order to achieve the organisations goals. It is in the best interest for organisations to determine the leadership approach they think will align to the strategy of the organisation and ensure it is adopted. Whilst there are many leadership styles the focus of the research in relation to emotional intelligence has led me to review just two styles in detail. It was Bass (1997), that divided the leadership styles into two different categories of transactional and transformational (as cited in Nandjundeswaraswamy & Swamy, 2014, p.58).

There are various types of leadership styles that have been researched and studied that are adopted by organisations. In some instances, the dominant leadership behaviour is part of the accepted cultural norm and in others there is a variety of leadership behaviours that are present and used in the organisation. Whilst the latter may not be negative it can create inconsistency in the way employees perceive how they are treated and can lead to issues in motivation. For the purpose of this study there is a focus on the transactional, transformational, and laissez faire types of leadership.

The pioneer in leadership research Goleman attributed six leadership styles that was either linked to or based on the leaders' emotional intelligence (Goleman *et al*., 2002, as cited in Belias & Koustelios, 2014, p.190).

Coercive: "a leader able to deal with disasters".

Authoritative: "a leader who is able to engineer a turnaround".

Affiliative: "a leader able to build team harmony and morale".

Democratic: "a leader who gives employees a voice in decisions".

Pacesetting: "a leader who is able to define and exemplify high performance standards".

Coaching: "a leader supportive to others development".

Goleman et al., (2002) conclude that the more of these leadership styles that are possessed and mastered by leaders will ensure they have an increased amount of power that can be used to improve employee performance and ultimately the overall position of the organisation.

2.4 Leadership Theory Explained

This concept illustrates the how and the why when looking at the reasons people become leaders. According to (Stogdill, 1948, as cited in Barker, 2001, p.478), leadership traits previously did not have sufficient basis to link to or explain leadership but have since made a return to discuss this. Continued focus on the study of leadership over time has seen (Kirkpatrick & Locke,1991, p.50) present the view that if people really want to be effective leaders they will so much as change their views and personalities and embrace those traits that are linked to successful leaders.

In their published journal (Kirkpatrick & Locke, 1991, p.51) concluded that they believed that leaders held the following differentiating traits of "drive, motivation, honesty and integrity, self-confidence, cognitive ability and knowledge of business" that would them give them leader effectiveness. Similarly, research conducted by (Sethuraman & Suresh, 2014, p.165), indicates that personality traits such as "dominance, sociability, self-confidence, high levels of energy and resilience" are all vital to ensure leader effectiveness.

Leadership is both a set of behaviours that can be learned and a set of traits that can be nurtured. Their research held the belief that if people wanted to be leaders and not just managers then they would need to adopt similar traits and personalities to ensure success. With leadership

being viewed as a competitive advantage there is continual interest and a need to better understand leadership and the traits or differentiators that made leaders more transformational.

2.5 Varying Leadership Theories

2.5.1 Great Man Theories

This theory dates back to earlier times and followed a more scientific approach that held the belief that leaders had innate leadership traits and natural abilities that enabled them to hold power and influence their followers (Daft, 2008; McCleskey, 2014 & Wong *et al.,* 2019).

2.5.2 The Trait Approach Theories

Following the great man theories, researchers spent much time identifying the traits that were found in individual leaders (Wong *et al.,* 2019, p.34). This led to the need to investigate the different traits or characteristics such as "intelligence, values, self-confidence and appearance" in relation to what successful leaders possess (Daft, 1999; Wong *et al.*, 2019). The below table shows some of the characteristics that were supported by the research done in the identifying the trait approaches.

Table 2.1 Trait Approach

Personal Characteristics of leader		
Physical	**Personality**	**Social characteristics**
Activity	Alertness	Ability to enlist cooperation
Energy	Originality	Cooperativeness
	Personal integrity, ethnical conduct	Popularity, prestige
	Self-confident	Sociability, interpersonal skills
		Social participation
		Tact, diplomacy
Work-related characteristic	**Intelligent and ability**	
Achievement drive, desire to excel	Judgement, decisiveness	
Drive for responsibility	Knowledge	
Responsibility in pursuit of goal	Fluency of speech	
Task orientation		

(Source: Adapted from Daft, 1999)

2.5.3 Behaviour Approach Theories

With the progression of time and change in behaviours the trait approach was seen to be losing its ability to consistently identify a comprehensive set of traits and as a result further research was done (Wong *et al,* 2019, p.35). The study and review of behaviours linked to leadership led to the belief that behaviour can in fact be learned and as a result it would be accessible to more people (Daft, 1999; and Wong *et al.*, 2019).

2.5.4 Contingency Theories

Following the behavioural theories, the next generation of research leaned towards the contingency or situational approach in which a leader would tailor his/her leadership approach based on the situation at hand (Daft, 2008, p.57).

2.5.5 Influence Theories

The next development of leadership dealt with the influence between the leaders and followers that was not impacted by the formal authority but rather the leaders' qualities and charismatic personality (Wong *et al.*, 2019).

2.5.6 Relational Theories

The relational approach focused on how leaders and followers interacted and influenced each other and to create meaningful engagements in the workplace environment and supported all to achieve the desired vison for the organisation (Wong *et al.*, 2019). Transformational leadership is a related study of relational theories (Daft, 2008, p.61).

The course of the leadership evolution took us from the Great Man leadership to relational leadership and covers many aspects of learning leadership principles from the theories. Leadership involves dealing with issues such as diversity, team leadership, empowerment and relationship forging and the continuous evolving nature of leadership needs to be researched to support leaders deal with issues in the present and those yet to present themselves. The need for good, relevant stewardship and leadership can therefore be described as a pivotal factor to ensure high performance outcomes in the business environment.

Leadership possesses many styles and the most significant for this study was transactional leadership, transformational leadership and the laissez-faire leadership styles.

2.6 Concluding Remarks: Objective One

The theory above illustrates a view of leadership and gives the researcher good insights on leadership descriptions and concepts. According to the leadership construct detailed by (Shurbagi and Zahari, 2012, p.91), leadership is seen as a conscious behaviour that is developed from an individual's style and influenced by guiding principles. When organisations

understand the leadership approach and its guiding principles and adopt it, it has the propensity to positively shift or enhance the organisational culture.

The leadership theories are rooted in the premise that if leaders want to be effective they must possess or work on some critical traits that are linked to known successful leaders. Just to name a few, these traits or behaviours are highlighted as motivation and drive, honesty and integrity, self-confidence, cognitive ability and the knowledge of business. The theories spread over time and collectively form a basis of how leadership as evolved over time and the need to adapt to remain relevant. Leadership styles vary from individual to individual and are often part of an organisations culture. The research undertaken focused on three leadership styles that are linked to the multifactor leadership theory with emphasis on the transformational leadership style. The style was tested as it was believed to have a significant rate of effectiveness on performance.

2.7 Transformational Leadership

Burns (1978) suggested that leadership held the ability for the leader to influence their followers, motivate others and expand their morals and values to produce a change that has an impact on the entire organisation (as cited in Tengi *et al.,* 2017, p.794). Transformational leadership is therefore demonstrated when both the leader and the follower propel one another to higher degrees of motivation. In their journal article (Nandjundeswaraswamy & Swamy, 2014, p.58) view transformational leadership as an approach adopted by leaders that stimulates change and focus on the need for growth and development.

(McCleskey, 2014, p.122) stated that for 30 years the concept of transformational leadership was "the single most studied and debated idea in the leadership area". The views above are supported by (Shrestha, 2020, p.113) where the transformational leadership approach is grounded on the premise that leaders have the ability to shift the values, beliefs and needs of their followers. According to Bass, 1997, as cited in (Nandjundeswaraswamy & Swamy, 2014, p.58), leaders with this style always ensure the best interests of the employees and place a significant emphasis on the term to "transform" people, as they see it as an opportunity to create awareness of the vision and values and create an understanding of the thinking that influences the behaviour of the organisation. Bass viewed transformational leaders as those who "motivate their subordinates to perform at a higher level by inspiring their followers, offering intellectual challenges, paying attention to individual development and needs and therefore leading followers to transcend their own self-interest for a higher collective purpose, mission or vision" (Bass, 1985, as cited in Belias & Koustelios, 2014, p.190).

(Savoic, 2017, p.99) and (Wood, 2019, p.5) state that a principal duty for transformational leaders is to ensure that there is always an increased engagement that stimulates awareness between the leaders and followers so that there is a blueprint when tackling areas of providing support, encouraging, uplifting and developing the individuals and teams when dealing with experiences encountered.

Bass (1985, p.105), was noted to have declared a new view around transformational leadership after his "close encounter with the metaphysics of science". His finding was presented as the view that was to transcend into the 21st century. In his statement he likened transformational leaders to charismatics who "attract strong feelings of identification from their subordinates".

The premise of his views held that leadership is a continual process of supervising subordinates and ability to persuade, motivate and inspire until they are met with behavioural changes that make them want to work towards the interests the leader represents and in turn subordinate's commitment to continual effort to working consistently towards the objectives and goals set out by leadership (Bass, 1990, as cited in Barker, R.A., 2001, p.479). (Gunawan, 2020, p.628) considered the notion that transformational leaders must have the ability to be able to persuade their subordinates to perform their duties to the best of their ability, which may in some instances surpass their own interests and manage this in line with the common good of the organisation. It can thus be inferred that transformational leadership is seen as an influential tool that enables followers to see the values of change processes in an organisation.

(Robins & Coulter, 2007, p.458) conclude that "a transformational leader is a person who stimulates and inspires followers to achieve extraordinary outcomes". (Ghuzayyil, 2021, p.1) support Robins and Coulters theory by describing Transformational Leadership as "an effective leadership model that focuses on adapting to existing environmental circumstances whether through internal information human and monetary resources, or different external variables".

The behaviours that outline the dimensions of transformational leadership form the basis of the Multifactor Leadership Questionnaire which was developed by Bass and his colleagues. Warilow (2012), as cited in (Odumeru & Ifeanyi, 2013, p.357), identify "four components or dimensions of the transformational leadership style being: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration" (Munir *et al*., 2023, p.333).

2.8. Dimensions of Transformational Leadership

Following the concepts of leadership from Burns (1978) and later works of Bass (1985), a leadership model was created based on the foremost experiences of leaders and this led to the five leadership practices that they believed would be an enabler for leaders to achieve organisational effectiveness and success (Northouse, 2007 as cited in Shrestha, 2020, p.116).

Transformational Leadership has four distinct characteristics:

There are four identified scales of characteristics that are deemed to be indicative qualities in transformational leaders. (Ghuzayyil, 2021, p.4) concludes that each dimension that makes up the transformational leadership paradigm.

Each component of the transformational leadership style unpacks characteristics that are integral to the "transformation" process (Farnsworth *et al.,* 2019, p.5). When leaders are coaches, mentors, innovators and creative role models to followers there is evidence that the components of the transformational leadership style are working to create positive changes in the follower. The model illustrates the four components as interdependent but when viewed and practised holistically they come together in a delicate balance to enable performance never been seen before.

Transformational leadership is a theory of the leadership style in which leaders demonstrate abilities to encourage, inspire and motivate the team to be agents of change that stimulate

creativity and innovation to enable growth, longevity and success for the organisation and in turn themselves (White, 2018, p.1).

2.8.1 Intellectual Stimulation: Is when the leader encourages the follower to challenge the status quo or norms created in order to enable higher level and creative thinking to solve problems. (Shrestha, 2020, p.119).

Transformational leaders actively engage and stimulate the followers by involving them in the decision-making process and not being critical of ideas or solutions raised. The leader encourages creativity, independence and out of the box, innovative thinking that generates great discussions to enable participation and a better managed organisation.

This characteristic is aimed at promoting intelligence, rational thinking and supporting the follower to attempt new and innovative ideas or approaches that will bring fundamental change to the organisation. Being a factor that drives organisational change for followers, intellectual stimulation is seen as an approach that promotes out of the box thinking, enhanced problem-solving abilities and a higher level of intelligence in followers (Shrestha, 2020, p.119).

2.8.2 Individualised Consideration: Is when the leader treats the follower as an individual despite them belonging to a collective. This allows each follower to not feel judged in a group but rather valued enough to be addressed individually.

Transformational leaders must be cognisant of the fact they each individual has different needs, desires, qualities, and strengths and take notice of these in an effort to assist if need be. This behaviour enables the leader to provide a high degree of support, advice, delegation and coaching to support the personal development of the follower (Belias & Koustelious, 2014, p.191). The leader also acts as a mentor, coach, or guide to the fellow and remains empathetic of each individual's background or circumstance.

It is therefore a characteristic whereby leaders provide individual attention to their followers needs, achievements and growth in order to create a supportive learning environment in the organisation (Shrestha, 2020, p.120).

2.8.3 Idealised Influence (Charisma): Is when the leader garners the trust and confidence of the follower to the extent that the follower trusts in their abilities to address any shortcomings and blockages.

Idealised influence is the innate, charismatic trait associated with transformational leadership it is described as the manner in which the leaders are viewed as a positive role model as their actions influence others to behave similarly. These actions can include upholding core values and ethical standards in difficult times which the follower can identify with. The relationship of trust and confidence is established. Because the follower emulates the leaders moral and ethical conduct it can be assumed that they will, when faced with a challenge be relied upon to do the right thing. According to (Towler, 2019, p.5), she signifies that with the increasing amount of research conducted on transformational leadership it is noted that charisma is the most important construct.

It can thus be determined that idealised influence is the element that correlates to the charismatic qualities of the transformational leader that makes them the ideal change agent that provides a clear and rational vision and influences followers to believe in and trust their vision and strategies (Shrestha, 2020, p.118).

2.8.4 Inspirational Motivation: Linked to motivation this quality is displayed when the leader conveys the vision so effectively and with such conviction that it inspires confidence in the followers around the attainment of the goals and a trust relationship of the leader's abilities to support with any challenges is established.

In order to be a transformational leader, the leader must inspire confidence and motivate the follower to improve or maintain performance that exceeds expectations. The ability to communicate a clear vision for the future of the organisation and align goals to meet those expectations enables the follower to trust the authority of the leader. Transformational leaders' partner with their employees in the change process in order to guide and motivate them along the way and to instil purpose and meaning that musters the will to drive the team forward. This type of leadership enhances team spirit (Towler, 2019, p.7).

Thus, inspirational motivation encourages followers to expand nominal ways of thinking and to motivate and influence their own thinking in order to effectively achieve the goals and changes in the organisation (Shrestha, 2020, p.119)

Fig.2.1 The Four Dimensions of Transformational Leadership



Source: Bass and Riggio, (2006) https://www.ckju.net/en/dossier

2.9 Leadership Practices

Leadership practices are strategies that guide the actions that leaders will implement to achieve a consistent approach and support with employee growth and effectiveness. When these five core practices are embodied it has been found that leaders have the ability to achieve their personal best. This model provides a clear path to developing a transformational leadership style.

2.9.1 Model the Way

This calls for leaders to ensure that they share their own values and convictions in a clear and concise way and ensure that their commitments are met, and common values are declared (Shrestha, 2020, p.116).

2.9.2 Inspire a Shared Vision

Transformational leaders exert some pressure in ensuring that the vision is well articulated and understood with a display of positive outcomes so that it enables the followers to communicate better with them and achieve the best possible outcomes in the future (Shrestha, 2020, p.116).

2.9.3 Challenge the Process

There is a need for transformational leaders to highly innovate and creative in problem solving and be willing and ready for challenge and change the status quo (Shrestha, 2020, p.116).

2.9.4 Enable Others to Act

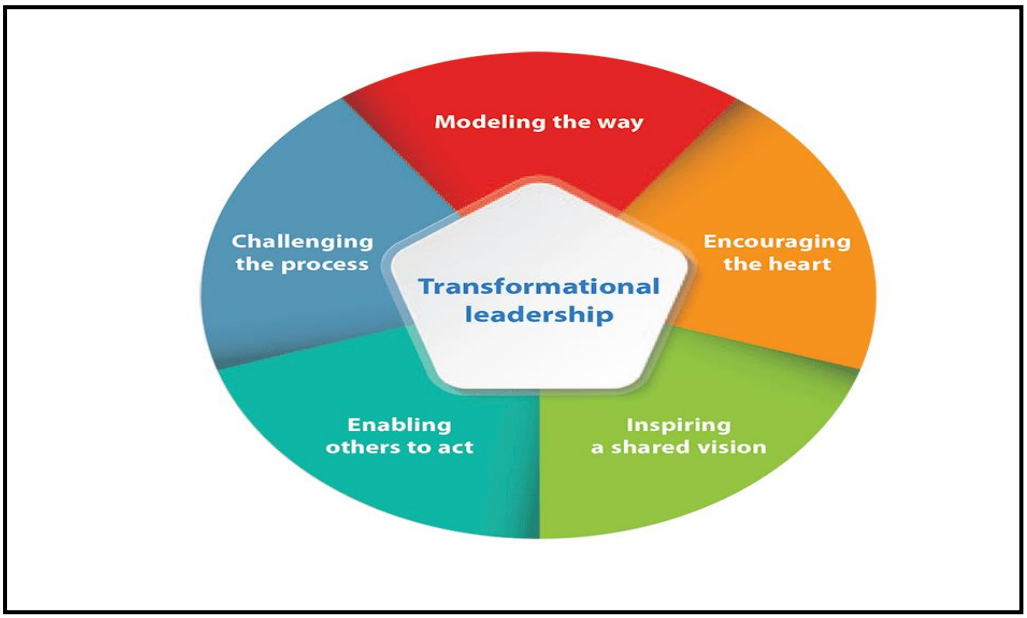
In order for leaders to be effective in enabling followers to take action they need to build trust and beliefs within each other and leaders must ensure that they are creating and sustaining an environment that incorporates teamwork, cohesiveness and cooperation that supports a sense of respect, dignity, and pride in the work delivered that will ultimately support a healthy and collaborative work force (Shrestha, 2020, p.116).

2.9.5 Encourage the Heart

In order to achieve success leaders must foremost support, recognise and reward followers when tasks are skilfully executed as this allows the fostering of team spirit within the organisation (Shrestha, 2020, p.117).

These five principles are the building blocks that examine and reflect on the transformational leadership style. It has been considered by Bass (2008) that when the levels of consciousness amongst followers are motivated then the follower is more likely to place a higher priority to the idealised goals of the organisation thus achieving better outcomes (as cited in Shrestha, 2020, p.117).

Fig.2.2 The Exemplary Leadership Model



Source: Clavelle, J.T. (2018) https://www.myamericannurse.com

2.10 Transformational Leadership

An extract of some transformational leaders supplied by Harvard Business Review with an analysis on Fortune Global 500 companies

Table 2.2 Transformational Leaders

Bezos, J. Amazon	Harvard Business Review attribute's Bezos' "insider, outsider" approach to why he is considered a transformational leader. Having left the financial sector, he entered the e-commerce industry bringing with him and applying that experience to the new venture
Hastings, R. Netflix	Similarly, to Bezos, Hastings moved from the software industry which he excelled in, to the film industry when he did not have relevant experience
Boyd, J., and Fogel, G. Priceline	Boyd and Fogel remodelled the accommodation reservations process by charging reduced fees for bookings and focused on small niche market such as B&B's. Today running the large organisation Booking.com
Jobs, S., and Cook, T. Apple	The Harvard Business Review identifies Apple as an organisation of dual transformation. Jobs innovation with Microsoft is now expanded by Cook's vision, all whilst still focusing on the innovation, software and brand loyalty that already exists
Thiry, K. DaVita	Thiry was responsible for the turnaround of a bankrupt company utilising the elements of service excellence, teamwork, accountability, and fun
Hiesinger, H. ThyssenKrupp	CEO of ThyssenKrupp in 2011 and was responsible for alleviating pressure in the stell industry by utilising innovate methods of 3D printing for manufacturing which now contributes to forty seven percent of sales in the business
Faber, E. Danone	Faber worked in the organisation as an architect

(Source: Adapted from White, 2018)

2.11 Qualities of a Transformational Leader

Transformational leaders are infectious, and employees that work under transformational leaders are seen to thrive and flourish. There are several types of leaders with different types of qualities. Research conducted in this study has identified that transformational leadership is more beneficial when laced with the right degree of emotional intelligence to guide the behaviours and decisions of the leaders and enlist the trust and buy-in of the followers.

Bass (1990) stated that “transformational leaders are more likely to be to be seen by their colleagues and employees as more effective leaders when compared to transactional leaders and in a tough business environment where the success depends on continuous change for betterment, the transformational leadership style will support leaders to maintain the stability of the organisation and promote positive change” (Bass, 1990, as cited in Wong *et al.,* 2019, p.39).
According to Northouse (2001), a transformational leader can be evidenced by the following qualities (as cited in Belias & Koustelios, 2014, p.191)
Empowerment of the followers that enables them to make robust decisions to execute on what is best for the organisation.
High standards of moral and ethical standards so as to allow the leaders to serve as a role model.
Takes the time to actively listen to all points of view with a view to foster cooperation.
Creates the vision that is well understood and can translate to the people as they can see themselves as party of and identify in that vision.
Is an active change agent that is responsive and can effectively land and support the people through any change process.

2.12 Transformational Leadership in Banking

It comes as no surprise that the great leaders that spanned over time, move people. They are successful in igniting passion in individuals and provide inspiration. Many chalk this down to just their strategy, vision, and creative idea creation. Whilst these are significant in creating purpose, drive, hope and excitement for success it has been noted that “Great leadership works through emotions” (Goleman, Boyatzis, McKee, 2002, p.3). The study and tests conducted by (Judge & Piccolo, 2004, p.765). prove in many settings globally that transformational leadership is highly effective.

Transformational leadership is an approach that supports the change process in an organisation.

2.13 Effects of Transformational Leadership

It has been noted in the empirical study of (Buil *et al.*, 2019, p.72) where transformational leadership was investigated in relation to employee performance. The findings supported a positive correlation that resulted in better work performance, engagements, productivity, organisational excellence and a very proactive personality (p.72).

2.14 Benefits of Transformational Leadership

Drive performance and productivity in the organisation.
Improvement in engagements and communication.
Stimulate collaboration.
The ability to transform the workplace culture.
Inspires and equips both the leader and the employees to work together.

2.15 Transactional Leadership

According to (Wong *et al.*, 2019, p.39) the concept of transactional leadership is defined as "an exchange process between the leader and the follower". The leader identifies the followers needs and wants and in exchange for the followers meeting the desired outcome the leader then satisfies that need (Lo *et al.*, 2010, p.65). Research found that transactional leadership influenced organisational performance, positively impacted the employees' motivation and increased the employees' sense of belonging in the organisation (Chaudhry & Javed, 2012, p.31 & Chan, 2010, p.59).

According to Burns (1978), as cited in (Nandjundeswaraswamy & Swamy, 2014, p.58), transactional leadership is very heavily focused on the completion of tasks and is notably more compliance driven. These leaders manage performance using the reward and punishment approach to either recognise the positive or utilise a response that invokes the employee to review and improve their performance. This relationship between manager and subordinate is exchange based and has little to no room that allows for creativity and inspiration and as a result the rule driven environment of transactional style leadership can stifle out of the box thinking and innovation.

We viewed transactional leaders as those who "engage in a process of negotiation, offering subordinate rewards in exchange for the attainment of specific goals and completion of agreed-upon tasks" (Bass, 1985, as cited in Belias & Koustelios, 2014, p.190).

2.15.1 Dimensions of Transactional Leadership:

There are two identified scales of characteristics of transactional leaders.

2.15.1.1 Contingent Reward: Is a leadership style that simply rewards or effects discipline to the follower which is largely driven by or dependent on their efforts and performance (Thanh & Quang, 2022, p.4).

2.15.1.2 Management by Exception: Is a leadership style that reframes from offering the follower any guidance or direction when things are working, and performance goals are being achieved but employees are subject to inspection and supervision for leadership tasks (Thanh & Quang, 2022, p.4).

2.16 Laissez-Faire Leadership

This is the seventh scale of the leadership styles that are in discussion. The reference to this leadership style as being non-leadership stems from the leaders absent or inactive leadership with no interference even when there are difficult situations that require the role of a leader and thus has the lowest levels of productivity (Thanh & Quang, 2022, p.4).

2.17 Transactional Versus Transformational Leadership

Bass (1985) focused on the differences and clear distinctions between transformational and transactional leadership (Bass, 1985, as cited in Belias & Koustelios, 2014, p.190).

Research investigating if there is in fact a difference in transactional and transformational leadership was drawn from the evidence in literature. Evidence is thus purported that transactional leaders who are passive by nature, rarely advocate for change. They reward effort and performance based on the ability to follow and are content with working within the existing systems and the status quo.

In comparison transformational leaders are more vibrant, forward thinking and demonstrate more emotional behaviours, creativity, charismatic, influential and are true visionaries. These leaders create excitement in the organisation and are especially beneficial when rapid change is imminent as they are geared to lead and inspire teams to achieve extraordinary outcomes. (Towler, 2019, p.6) concludes that empirical evidence demonstrates that transformational leadership is more effective that transactional leadership.

2.18 Concluding Remarks: Objective Two

The multifactor leadership questionnaire focused on the leadership styles of transactional, laissez-faire and transformational leaders.

It has been established that the transactional leader operates by means of granting rewards to subordinates who meet agreed performance standards. Transactional leaders who are less involved employ a "if it is not broke, don't fix it" approach and avoid corrective action (management-by-exception) as long as standards are being met (Towler, 2019, p.5). The laissez-faire approach is a non-active approach whereby leaders take a more hands-off approach and allow followers to make the decisions.

Transformational leaders however are known to possess characteristics that enhance the leadership style. These are charisma, inspirational leadership, intellectual stimulation and consideration of the needs of followers. In addition, they are known to encourage, inspire and motivate the follower to perform at increased levels to achieve successes.

Transformational leaders utilise these characteristics to encourage employees towards continual development and empowerment that leads to an increase in skills and abilities and consequentially motivation. Through the concept of inspirational motivation, these transformational leaders have the ability to inspire and motivate meaningful change and influence self-efficacy by communicating a compelling vision and setting clear and precise goals that supports success.

The ability to utilise the characteristics of transformational leadership allows leaders to inspire and motivate employees without the micromanagement tendencies. This is achieved by placing trust in the employees to take authority over their roles and responsibilities and give them the freedom to more creative which often leads to independently finding solutions.

2.19 Emotions

Emotions are feelings conceived in each and every one of us and it is these feelings that influence the behaviour of an individual. The emotions experienced are either positive or negative or both at the same time depending on the situation or experience. Positive emotions manifest in feelings of love, joy, affection, happiness and curiosity etc. and negative emotions can be seen in feelings of anger, jealousy, fear etc. The intensity of the emotions felt also need to be understood so that they can be processed accordingly to avoid creating any harm.

Emotions cannot just be internalised but rather need to be processed correctly so that individuals know how to react and deal with them appropriately, for them internally as well as in a social environment (Amin *et al.*, 2017, p.3). Emotions are the origin of emotional intelligence and is a psychological factor rooted in the discipline of psychology.

2.20 Overview of Emotional Intelligence

Emotional intelligence has been around since the 1930's when Thorndike referred to it as social intelligence. Over the generations the emotional aspect has been studied by various academia sources. The riveting 1990 article "Emotional Intelligence" published by psychologists Salovey and Mayer captured much attention and sparked interest into the phenomena. Since then, research has shown us that the concept of emotional intelligence was coined by Goleman (1995) when he released his book "Emotional Intelligence: Why it can matter more than IQ?" Salovey and Mayer described the phenomena as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and, and to use this information to guide one's thinking and action" (Fianko *et al*., 2020, p.224).

Research since then has exploded with many researchers conducting more exploratory studies to gain a better understanding.

So why is it important? When leaders display emotional intelligence and this evokes the feeling that "my boss cares about me" then followers instinctively are more prone to appease this leader by remaining in the organisation longer, be more in tune with the vision and goals of the organisation which enables them to display similar behaviours and this will inadvertently produce a more synchronised and pragmatic organisational culture (Adiguzel & Uygun, 2020, p.121).

Through varying research, it has been noted that personal change and growth have been demonstrated when the guiding principles and behaviours have been adopted which has prompted this research objective. The aim is to closely examine the correlation between emotional intelligence and transformational leadership to determine if the qualities can in fact be taught and administered at an organisational level to improve or transform leadership in such a way that it creates truly relative and transformed managers that will enable a talented workforce and offer the organisation a true competitive advantage.

Being a good manager is no longer enough to move organisations and people into the new age of autonomy which was largely created by the 4th industrial revolution and the rapid change it brings with it. The fast-paced change has signalled a need for a more robust leadership persona that displays charismatic and authentic leadership qualities that are vital to elevate and inspire others to lead more self-managed and collaborative teams.

The enhanced knowledge of EI and its components are explored in this research to establish if there is a significant enough link between highly emotional intelligent individuals who have the potential to become better employees and transformational leaders.

2.21 The Development and History of Emotional Intelligence

Emotions, though experienced on a daily basis they have been largely overlooked in studies related to human behaviour in the workplace, social and higher order thinking context. EI debuted as a major psychological construct as early as the 1990s (O'Connor *et.al.,* 2019, p.3). It was in the 19th century that some empirical studies were being conducted on emotions, and this gave way to an increased exploration and expansion on the subject matter then termed Emotional Quotient (EQ) (Gawai, 2016, p.11).

(Mayer and Salovey, 1997), were responsible for the development of emotional intelligence as a psychological theory and they defined it as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth".

(Cherniss, 2000, p.2) states that Wechsler, a contributor to the field of this study was among the first researchers, in 1940 believed that there were more layers or components to be considered when dealing with or measuring intelligence. He defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment" (p.2).

Leeper as far back as 1948, theorised that "emotional thought" formed part of the "logical thought" and needed to be included in the contribution of intelligence (Gawai, 2016, p.15). It was at this point in time that the foundation of emotional intelligence was being paved and was a study that warranted additional exploration.

Research interest grew and it was the works of clinical psychologist Gardner who in 1983, developed a model on multiple intelligence. His book "frames of mind" which detailed seven different kinds of intelligence was not widely accepted with his theory being labelled "radical" (Gawai, 2016, p.16). Gardener's work on multiple intelligences was criticised citing the definition as being too broad and a lack of empirical research to support the theory (Cherry, 2019, p.5).

In 1985, clinical psychologist Bar-On did extensive research on "emotional health and wellbeing" that led to the development of the instrument that was to be used to measure emotional intelligence. This instrument was called "Emotional Quotient Inventory (EQ~i)" that covered traits and abilities in relation to emotional and social knowledge that influence the ability to manage effectively (Gawai, 2016, p.17).

Harvard professor's Dr Mayer and Dr Salovey were intrigued about the concept of emotions versus intelligence that drive or limiting abilities. In a research study to try and develop a measurement of emotional intelligence they ran an observation on two groups of people watching an upsetting film (Gawai, 2016, p.15). The study revealed that "they observed that

those who scored high in emotional clarity, that is the ability to identify and name a mood being expressed, were able to recover more quickly than others" (Salovey, Mayer *et al.,* 1995, as

cited in Gawai, 2016, p.15). This led to the first publication of their research paper in 1990 in which they provided the first scientific measure of emotional intelligence. The empirical evidence to support their argument and theory by Salovey and Mayer led to them defining emotional intelligence as "a form of social intelligence that has the ability to monitor one's own and other's feelings and emotions, to discriminate among them and use this information to guide one's thinking and actions" (Mayer & Salovey, 1997, p.5).

In their book titled "What is Emotional Intelligence?", (Mayer & Salovey, 1997, p.9) examined evidence that the mind was a powerful medium and held that it included a three-part division that controlled the following functions "Cognition (or thought), affect (including emotion) and motivation (or conation)". Intelligent Quotient as it was termed then was what broadened the empirical studies in the cognitive field that looked at and included functions of human "memory, reasoning, judgment, and abstract thought" (Mayer & Salovey, 1997, p.17).

Further investigations into the phenomena of emotional intelligence were conducted by Goldman (1995) in his work "Emotional Intelligence" (Falvo *et al.,* 2019, p.23). Goleman gained a significant amount of popularity on the concept and his book sold over five million copies by the year 2008 (Gawai, 2016, p.18). Following the popularity of his book, Goleman later went on to publish an article "What's your EQ?" in Time magazine that focused on the Emotional Quotient (EQ), having a more significant impact that IQ and its apparent success when applied (Gawai, 2016, p.18). This was read by CEO of Johnson and Johnson and due to its perceived advantages, he circulated the article to over 400 top executives in the J&J organisation (Cherniss, 2000). (Dhani & Sharma, 2016, p.191) as cited in Nourizade and Mohseni, 2014 gives us a detailed timeline of the evolution of emotional intelligence.

Table 2.3 Periods of Development in Emotions and Intelligence in the Past Century

Emotional Quotient Timeline		
Date	**Author**	**Description**
1930s	Edward Thorndike	Social intelligence – the ability to get along with other people.
1940s	David Wechsler	Suggests that affective components of intelligence may be essential to success in life.
1950s	Humanistic psychologists (e.g. Abraham Maslow)	Describe how people can build emotional strength.
1975	Howard Gardner	Introduces the concept of multiple intelligences in his book *The Shattered Mind.*
1985	Wayne Payne	Introduces the term 'emotional intelligence' in his doctoral dissertation entitled 'A Study of Emotion: Developing Emotional Intelligence; Self-integration; Relating to Fear, Pain and Desire.'
1987	Keith Beasley & Reuven Bar-On	Use the term 'emotional quotient (EQ)' – Beasley in a Mensa Magazine article and Bar-On in the unpublished version of his graduate thesis.
1990	Peter Salovey & John Mayer	Publish their landmark article, 'Emotional Intelligence', in the journal *Imagination, Cognition and Personality.*
1995	Daniel Goleman	Popularizes the concept of emotional intelligence in his book *Emotional Intelligence: Why It Can Matter More Than IQ.*

Source: http://www.emotionalintelligencetimeline(free-management-ebooks.com)

2.22 Emotional Intelligence

Emotional intelligence is the intangible component in individuals that drives how one would manage their behaviour, steer social difficulties and prompt personal decision making that would achieve positive results (Bradberry & Greaves, 2009, p.1).

The 20th century saw a development of this phenomenon and an investigation into what was actually incorporated in the makeup of intelligence. It was Bharwaney's research on how to increase your emotional intelligence focused on the exploration of factors outside of intellect. The study gave rise to the affective and cognitive factors of "social

intelligence" which was positioned to be an important factor that was to be included in the makeup of general intelligence due to the "ability it held to understand others and to act or behave wisely in relation to others" (Bharwaney, 2008, as cited in Gawai, 2016, p.14). Adaptions of the construct have evolved the definitions over time, but the thread is still intact. To this end, (Supramaniam & Kuppusamy, 2021, p.76) state that: "Emotional intelligence is the ability to perceive, access, and generate emotions to assist in the generation of

corresponding thoughts and it is the ability to understand emotions and the knowledge they generate, and to further regulate emotions in an attempt to promote intellectual growth".

Emotional intelligence has been demonstrated as an evolving concept and has over time undergone scientific research and proven to be specific, credible, and reliable. The research has been though provoking and challenged the understanding of the human mind in relation to personality. With EQ being labelled and specified we can definitively see that progression includes aspects of human emotions and matters of the heart.

Emotional intelligence has caught the attention of leaders globally and organisational leaders have seen a sign of value and benefit in the model and application having the potential to improve and grow the organisation (Gawai, 2016, p.11).

Goleman's (1998) theory led to the journey of identifying the five constructs of EI that he believed were a capability that could be learned and set out a framework that outlined this. (Mayer *et al*., 2008, p.511) conclude that "emotional intelligence concerns the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought". (Daniel Goleman, 2008, p.317) then goes on further to define the phenomenon as "the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships."

In their book, (Bradberry & Greaves, 2009, p.25) focus on emotional intelligence having two primary competencies: personal competence and social competence.

The personal competence encompasses an individual's self-awareness and self-management skills and their ability to remain aware of their emotions and how they would control behaviours and tendencies (p.25).

The social competence compromises of the social awareness and relationship management skills, that allows one the ability to understand people's moods and behaviours that influences a development or enhancement in the quality of relationships (p.51). Leaders who demonstrate a higher degree of emotional intelligence are known to have stronger communication skills, a higher levels of self-awareness, and an effective regulation of their emotions (Munir *et al*., 2023, p.333).

2.23 Emotional Intelligence Questionnaire

Big emphasis is placed on cognitive thought, harnessing emotions and motivation. The questionnaire was designed to cover the following dimensions of emotional intelligence and how they control or influence the effect they have on leader effectiveness (Barling *et al.,* 2000, p.157).

2.24 Components of Emotional Intelligence

Daniel Goleman (1995), pioneered the concept and his earlier works paved the way for the continual study and enhancement through the times. His work suggested that emotional intelligence has five crucial components:

Knowing your emotions

Managing ones' emotions
Motivation ones' emotions
Recognising the emotions of others
Handling relationships

2.25 Characteristics of Emotional Intelligence

There are five key characteristics of emotional intelligence:

2.25.1 Self-Awareness

Goleman (1995), concludes that self-awareness is the ability to understand one's own emotional state and the central foundation of emotional intelligence is the ability to recognise those feelings as they occur (p.43). In the later context of emotional intelligence, the same principle that was developed by Goleman still holds true and self-awareness is thus interpreted as "the ability to understand one's own feelings and make an accurate self-assessment (Crawford *et al.*, 2020, p.121). Self-awareness and leadership are interrelated. "Knowledge of self has been considered to be at the very heart of human behaviour and management. Self-awareness in general denotes subjective and accurate knowledge of one's inner self, e.g., mental state, emotions, sensations, beliefs, desires, and personality" (Showry and Manasa, 2014, p.18). (Bradberry & Greaves, 2009, p.32) purported that in addition to possessing the ability to recognise ones emotions, one must be able to remain aware of them as they occur and use that awareness to be flexible enough to drive positive behaviours.

Eurich, a well renowned Organisational Psychologist and author have termed self-awareness "the meta-skill of the 21st century" (Jastzabski, 2020, p.11). The 21st century is a time of automation and digitisation and a period during which the soft skills such as communication, collaboration, and influence are required more than ever. There is therefore a need to evolve one's level of self-awareness as the landscape of organisations change. Leaders can use emotional self-awareness to connect in their interactions with employees and make the engagements more meaningful and insightful (Jastzabski, 2020, p.12). The construct of self-awareness is essential if an individual posits to understand their own self-concept and become more in tune with their 'true self' (Crawford *et al.,* (2020, p.121).

Self-awareness requires honesty in the self-assessment. It is the ability to make a realistic assessment of ones' abilities. From a leadership perspective, the ability to know and be aware of one's emotional triggers can support the ability to quickly act and diffuse a situation. By simply taking a step back from the situation and take the time to realise how the parties are feeling and possessing the ability to stay calm and remain in control will assist to effectively manage the situation. It is therefore significantly important for a leader to embody and maintain sufficient awareness of others' opinions and circumstances that they are involved with (Crawford *et al.*, 2020, p.121). Self-awareness is therefore deemed to be the foundation of emotional intelligence as it offers individuals the ability to understand "who they are", "how others see them" and "how they fit into the world" (Chung *et al*., 2023, p.3).

2.25.2 Self-Regulation

(Jordan & Troth, 2002, p.64) focus on self-regulation as the way of managing one's emotions and specifically is seen as "an individual's ability to connect or disconnect from an emotion depending on its usefulness in any given situation". This action of regulating one's emotions is also referred to as self-management and is linked to how one manages their thoughts, behaviours and emotions in such a way that rationale prevails before action, and it is mainly by acknowledging ones' feelings that allows the individual to manage them (Chung *et al*., 2023, p.3). Self-regulation or self-control is the notion that one has to hide or deny the feelings or emotions being felt (Goleman, 2006, p.81) but rather at the point of being in situation has the ability to exercise foresight and make a conscious and logical decision to include or reject the emotions felt that could affect the situation being experienced.

Self-regulation requires a high degree of control of ones' emotions and impulses in stressful situations that bring the calm needed to resolve an issue or challenge. The ability for leaders to take the time to think and reflect on experiences that were difficult allows them the foresight to better control or manage the outcome. Self-regulated leaders demonstrate grit and resilience and are skilled in conflict management. Change often bring about discomfort and a flood of emotions. The research supports that leaders' that possess a higher level of emotional intelligence can through self-regulation lead teams to embrace and adapt through the disruption of change.

2.25.3 Self-Motivation

Motivation dates back to Maslow's hierarchy of needs as the factor that drives an individual's attempt to realise any of the identified needs. In essence it is described as the key to survival (Howell, 2014, p.4). Literature goes on further to define it as "the natural human process for directing energy to accomplish a goal" (Wlodkowski, 2006, as cited in Howell, 2014, p.4). (Goleman, 2006, p.106) eloquently states that the high formidable motivators are in fact internal and not external. He then describes external incentives such as money, power and prestige as nice to haves but stresses that they don't make the work enjoyable (p.106). The essence of motivation and what motivates an individual is the intrinsic aspect as individuals have a passion for what they do and that derives the pleasure in their output. Motivation can thus be inferred to be an integral component of an emotionally intelligent person as that "person strives to satisfy internal motivation in work and other activities regardless of external incentives" (p.106).

Leaders that possess the skill of self-motivation have the ability to motivate others. Motivation drives the leader to push past boundaries, seek new methods of improvement for themselves and then the followers and to get the job done. The research indicates that emotionally inept leader is motivated for success and thus has the ability to inspire the follower to achieve growth, continuous improvement and success.

2.25.4 Empathy

Empathy is related to a high degree of awareness, understanding and compassion. An empathetic individual has a sensory ability that allows them to be receptive to what is happening around them and this in turn enables them to easily recognise emotions in others. According to Howell (2014, p.5) the recognition may not always translate to knowing exactly what is being experienced but the empathetic individual has that high degree of compassion that allows them to feel closer to the situation felt. (Chung, *et al.,* 2023, p.5) views empathy as the feeling that humanises situations by creating an environment of understanding other people's situations, placing themselves in the proverbial shoes of another individual thereby being able to respond appropriately. In leadership it is a fine line that must be upheld to enable a fair and consistent approach with staff alike. Being an empathetic leader and understanding the array of emotions one feels cannot alone determine the approach on how to deal with the situation. The ability to separate the feelings that can cloud judgement and create inconsistency must still be somehow managed. The connection between the head and the heart is a difficult element to control. An overly empathetic leader can also fall prey to being taken advantage of by individuals. It is based on this that (Goleman, 2006, p.183) highlights that "empathy does not need to lead to sympathetically giving in to the other side's demands and by knowing how someone feels does not mean agreeing with them".

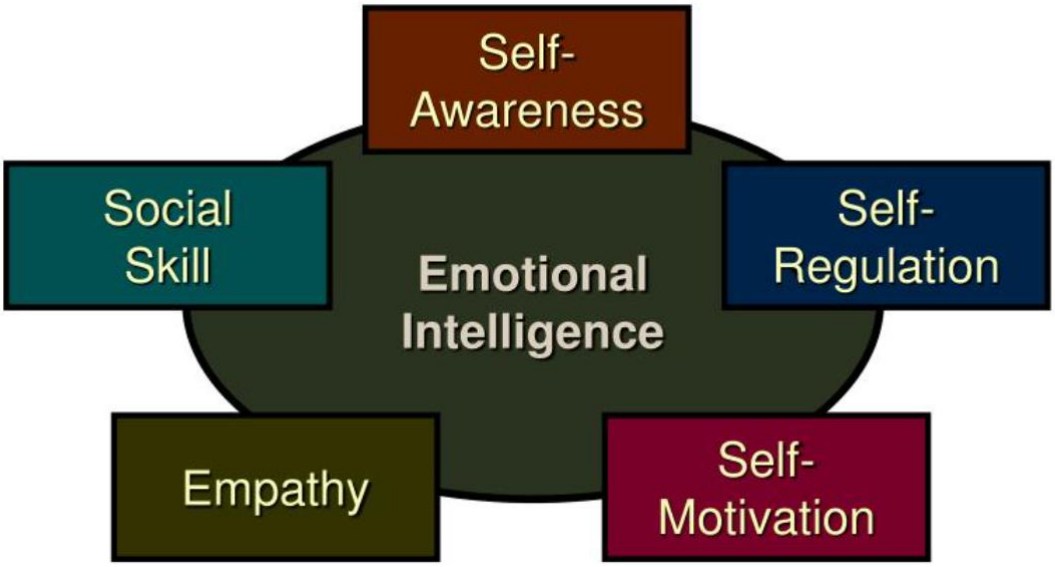
Being an empathetic leader requires the ability to be aware of the surroundings and to be in a position to identify and understand the views of other people. Leaders that are empathetic are more understanding of an individual's circumstances. For leaders managing in the age of disruption and different types of people and personalities, it is essential that they take the time to understand the cultures and environment of the times. This understanding allows the leader to be more aware and empathetic to the person and situation at hand and these builds trust and loyalty and supports positive relationship building

2.25.5 Social Skills

Interpersonal skills are the ability to interact or communicate well with other people. A top view of these skills is active listening, teamwork, patience, flexibility, dependability, accountability, leadership in action, motivation and patience. According to Howell (2014, p.5) social skills and "the ability to communicate well with others is the culmination of Goleman's other four competencies"

The work environment requires a high degree of social skills. Social abilities are important as it includes all the key attributes of emotional intelligence. It is essential that leaders social skills are refined so that it can allow a better understanding of individuals, improved communication, development of relationships and the ability to motivate others to achieve objectives. Leaders with good social skills have the ability to lead with purpose, persuade, negotiate and settle discontentment. When leaders effectively communicate the passion they hold for the people and the organisation they support the building of solid relationships.

Fig.2.3 The Dimensions of Emotional Intelligence



Source: https://www.bing.com/images/emotional-intelligence-dimensions

2.26 Concluding Remarks: Objective Three

The theory that covers the context of emotional intelligence with specific emphasis on the characteristics gives a good understanding of the construct and how they directly influence the leadership approach. When leaders understand the principles and how to effectively utilise them, they have the ability to create a positive work culture that increases efficiency and productivity.

Self-Awareness: Is probably the most important characteristic. Being self-aware involves a high degree of consciousness and understanding your own character, emotions, skills and behaviours and how these impact your ability to be an effective leader. As a leader, self-awareness is crucial as one cannot always be right or achieve excellence in all they do. We need to understand that this is perfectly fine. Everyone has strengths and weaknesses. Being aware of these allows the leader to know what they can do well with little effort and what they need to develop.

Self-awareness allows for improved decision making with a people mindset and how it could impact their work-life balance, embodying your core values both at and inside the workplace, allow others to express emotions without judgement and being honest with others when you are either stressed or upset.

Self-Regulation: Is the ability that allows restraint and control in response situations with both people and situations. It prevents outbursts offensive behaviours and poor decision making driven by emotions. Self-regulation allows a focus, and the lack of a self-regulating approach can lead to emotions taking over and irrational judgements made that could ruin the culture being built.

Self-regulation is instrumental in relationship building and well-being. Leaders who manage their emotions by controlling this behaviour are in a position to better manage stress and deal with conflict.

Self-Motivation: Self-motivation is an inner drive that requires a high degree of initiative to achieve goals and complete tasks. These abilities allow leaders to motivate employees to adopt their style of managing the daily responsibilities. Leaders feel motivated to continuously improve, evolve and seek new levels of achievement. Self-motivation allows he leader to in turn motivate and inspire the team by recognising the value of hard work and encourages employees by means of meaningful discussions about challenges and goals.

According to Robnagel (2016, p.29) Self-motivation is a critical leadership skill as it "translates employees' knowledge, skills and abilities into effort and performance by determining the direction, intensity and duration of work-related behaviours".

Empathy: Empathy is a critical requirement for leadership. Transformational leaders who display empathetic leadership have the ability to understand the needs of others, whilst still being fully aware of their own feelings and thoughts. It has the ability to increase a leaders attentiveness and patience. When displayed it allows individuals to be more comfortable and safer when addressing any issues with the leader. Empathetic leaders are more transformational by nature and are found to be more engaging, innovative, inclusive, retains more employees based on the approach and

are able to navigate work demands and enjoy a better work-life balance. (Rahim *et al*., 2006, p.224) concludes in a hypothesis testing that empathy is positively associated with transformational leadership.

Social Skills: In the theory, Goleman contends that social skills are synonymous to visionary leaders. When a leader possesses and utilises their social skills it has the ability to influence and develop others, create better communication levels and better manage conflict, work with many different teams, collaborate more effectively and is a significant catalyst for change. These strong interpersonal skills enable a more transformational leadership approach as it fosters meaningful relationships with the teams and motivates employees. It can thus be conveyed that the emotional intelligence characteristics have a direct and beneficial influence on the transformational leader.

2.27 Concluding Remarks: Objective Four

The theory covers the inherent factors of emotional intelligence extensively and this enabled the researcher to contrast this with the study undertaken to evaluate the relationship between EI and TL.

(Miao *et al.,* 2017, p.182), indicates that emotionally intelligent individuals display tendencies such as positive mindsets, increased contentment, dedication and loyalty to their jobs and the organisation which has a positive effect in the work environment and improved job performances. Many leaders possess the skills required to effectively manage a business, read reports and execute when faced with challenging technical problems. It has been noted that they often lack the skills that allow them to manage emotions in the heat of things. The research

has guided the premise that over the years organisations have begun to notice the significance of employing emotional intelligence in the workplace.

Understanding the emotions of one another allows a connection that builds a firm foundation of trust between the leader and the employees. Authentic connections with displays of empathy and understanding does not diminish the goals or expectations set. It rather allows a meaningful exchange to occur that can remove blockages and address issues that may exist. A leader can still hold employees accountable and address efficiencies, but this can be managed differently with more positive outcomes based on the degree of emotional intelligence the leader holds.

Emotional Intelligence is useful in the current times due to the complexity and difference in the people in organisations. It allows leaders to grasp the fundamentals of this and utilise it to support the workforce so that it can leverage this as a competitive advantage as it propels the organisation in the direction of achieving its goals. A cohesive communication plan on all levels supports effective team growth and productivity.

The measurement of these factors on the relationship are evident in the benefits that emotional intelligence and transformational leadership bring to the workplace. These benefits are as follows but not limited to:

Better management of stress
Improved relationships with co-workers and followers with fewer incidents of conflict
Effective conversations with followers
Increased productivity
Better team dynamics
Improved understanding and linkages to the organisations vision
Higher degree of stability and continuity
Elevated self-awareness

2.28 Benefits of Emotional Intelligence

Increased self-awareness that allows the individual to understand their own strength and weaknesses. Individuals can better understand how they can benefit the direct team or the organisation as a whole.

The ability to understand ones emotions and the emotions of others around you allows the individual to process situations differently and create more focus.

Improved teamwork is evident with higher levels of emotional intelligence. This is evident in collaboration settings when idea sharing has to happen and extends to creating shared empathy within the team.

EI's enhanced social skills allows individuals to be more socially aware of others. The improvement in the social skills fosters improved communication and allows a more listening approach. The research shows that there is a direct relationship between the level of emotional intelligence and transformational leadership.

2.29 Conclusion

This chapter has covered the introduction of leadership, its theories and styles. The detail on transformational leadership and emotional intelligence enabled the objectives to be realised. Organisations are able to see a significant competitive advantage of the soft skill that is emotional intelligence. Every manager is always looking at incrementally moving forward and upwards and in most cases the journey to the next level is dependent on the relationships that are forged along the way. The reality is that the higher the level you wish to pursue in an organisation, the greater the degree of external influence that is present. The realisation from this is that the relationships that are built with those that are leader led and ultimately predicts their future success (Jansen, 2018, p.5). The conclusion therefore derived here is that the level of emotional intelligence has a direct influence on the strength of relationships and the potential to harness the elective benefaction of those that we lead (Jansen, 2018, p.5). Research indicates that transformational leaders are deemed to be effective when they have developed the skill of self-regulating their emotions and have the ability to influence other people (Korakis & Poulaki, 2025, p.1). The greater the level of EI the greater the strength of the relationship and the team's commitment in any situation.

The chapter that follows deals with the research methodology employed in the study.

Chapter Three

3. Research Methodology

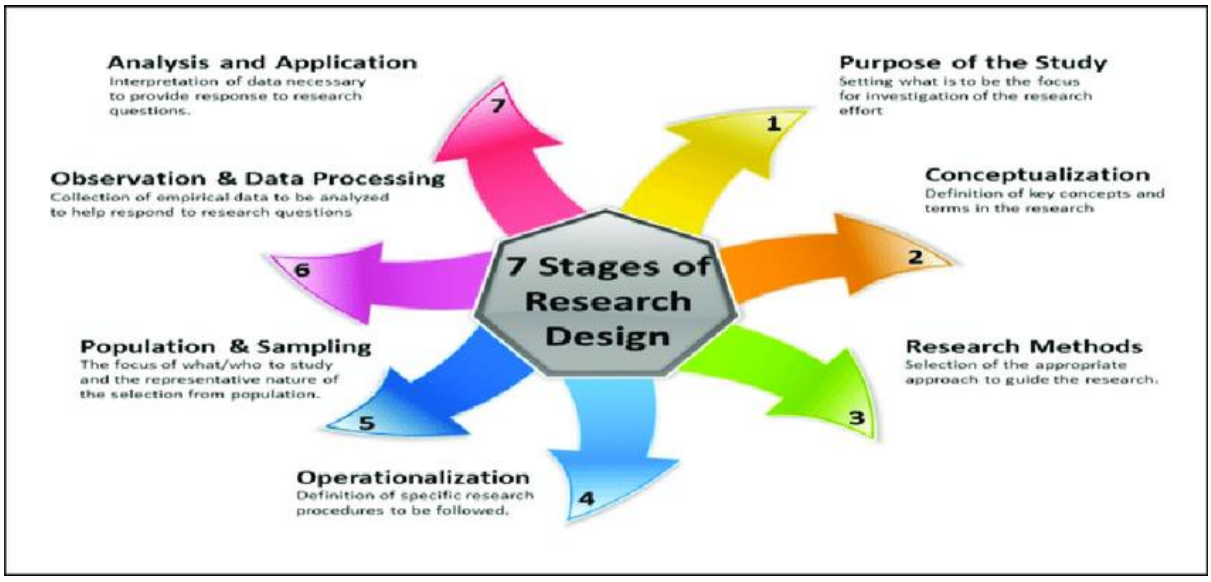
3.1 Introduction

The research methodology adopted in this study has followed Babbie's framework for design. (Babbie, 2004, p.90) indicated that "a wide variety of research design, and statistics are available to social researchers…..designing a study involves observation and analysis when specifying exactly who or what is to be studied, when, how and for what purpose." This is further corroborated by (Nwabuko *et al*., 2024, p.2), who interpreted the research design as the framework used for determining the research problem, the associated research questions that will guide the study, the data collection and analysis. The framework is therefore essential to creating structure for the researcher. According to (Nwabuko *et al*., 2024, p.6), the research design is critical to ensuring the validity, accuracy and reproducibility of the study. As a result, the research design was therefore carefully thought out to ensure it effectively guided the approach on the research methodology so as to yield confident results.

The research process focused on the main constructs of leadership and emotional intelligence with specific emphasis on investigating whether a leader who is more emotionally astute, translates into a more transformational leader.

In this chapter, the research methodology includes the research paradigm, sample and population. It will also cover the discussion of the instruments used in the study together with the data analysis procedure. It will go on to address the limitations of the study that were identified.

Fig 3.1 Babbie's Framework for Design



Source: https://researchgate.net

3.2 Research Philosophy

According to (Saunders *et al.,* 2019, p.123), the research philosophy is the precise process that is undertaken before the study commences. The chosen research philosophy for the study was framed using Babbie's Framework for Design that provided the guide for the relevant categories covered. This design created the structure that directed the flow of the information for the research methodology.

When analysing the research paradigm approach much thought was given to the use of quantitative data in the study. The positivist paradigm was chosen with it being a more methodological approach. This suited the research objectives set out, the type of data that was required to be collected and focused on the cause-effect relationship between emotional intelligence and transformational leadership that best drove this study (Gamage, 2025, p.92).

(Alharahsheh & Pius, 2020, p.41), suggest that it is essential for the research strategy to be well designed so as to allow an effective navigation of the structure of the most relevant data within the research process that makes it specific to addressing the research problem and allows for drawing accurate conclusions.

3.3 Purpose, Research Questions and Hypotheses

The purpose of this quantitative study was to investigate whether a statistically significant relationship exists between emotional intelligence and leadership with a focus on transformational leadership.

The study is aimed at investigating the relationship between emotional intelligence and transformational leadership at Nedbank and was conducted to gauge the employees' perceptions of this.

The research questions and hypotheses underpinning this study were:

3.3.1 Research Questions

The research questions underpinning this study are:

1.6.1 What is the relationship between a leader's inherent, emotional intelligence abilities and their transformational leadership style?

1.6.2 What is the relationship between a leader's individual emotional intelligence abilities and their transformational leadership style?

1.6.3 What is the relationship between leader's behavioural, emotional intelligence abilities and their transformational leadership style?

3.3.2 Research Hypotheses

Question: Does an increased level of emotional intelligence augment the chance of a more transformational leader?

Hypothesis (H_1): Emotional Intelligence is positively associated with transformational leadership.

Alternate Hypothesis (H_a): Increased emotional intelligence leads to a more transformational leader. Null Hypotheses (H_0): Increased emotional intelligence does not lead to a more transformational leader.

3.4 Conceptualisation

3.4.1 Leadership

(Kotter,1988, p.16) defined the concept of leadership as "the process of moving a group of people in the same direction through mostly non-coercive means. We are presented with several definitions for leadership that hold the similar concepts as that relayed by Kotter, but none sum is up more simply that (Summerfield, 2014, p.252) where he addressed the core function of transformational leadership to be to "make things better".

3.4.2 Transformational Leadership

According to (White, 2018, p.1) "transformational leadership is a leadership style in which leaders encourage, inspire, and motivate employees to innovate and create change that will help grow and shape the future success of the company". (Robins & Coulter, 2007, p.458) conclude that "a transformational leader is a person who stimulates and inspires followers to achieve extraordinary outcomes". This is supported by (Cherry, 2024, p.41) who state that transformational leadership shares a symbiotic relationship emotional intelligence based on specific areas such as self-awareness, social skills and empathy. with More recently it was (Htet *et al*., 2025, p.6) that associated the transformational leadership trait to leaders having a higher energy level, enthusiasm and a vested involvement in the leadership process.

3.4.3 Emotional Intelligence

According to the Economic Times Emotional (2020) intelligence is defined as "the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well" (p.1). (Salovey and Grewal, 2005, p.281), state that emotional intelligence is made up four related abilities such as "perceiving, using, understanding and managing emotions". (Ciarrochi *et al.,* 2006, p.9) concludes that there are various definitions of emotional intelligence, and each definition alludes to the aspect of personality that is seen as the "collective functioning of the larger psychological subsystems of the individual, including his or her motives, emotions, cognitions and the self".

3.5 Research Paradigm and Methods

Educational research (as cited in Khaldi, 2017, p.15) defined by Travers, quotes in Koul (1984) "is an activity directed towards the development of an organised body of scientific knowledge about the events with which educators are concerned" and (Ary *et al.,* 1972, p.11) define it "as the way in which one acquires dependable and useful information about the educative process". (Khaldi, 2017, p.16) goes on further to say that the term methodology is used as a descriptor that covers other aspects of the study such as "the design, the procedures for data collection, methods for data analysis, selection of subjects, and the details of the specific treatments".

The researcher can choose to investigate a research problem using varied research approaches such as qualitative, quantitative or a mixed methods approach. These will be guided by the type of research the researcher wants to gather as well as the instrument types they wish to utilise. According to (Khaldi, 2017, p.18) the research methods can vary but one has to ensure that in order to qualify the research study as "scientific research" then there are guiding factors that must be adhered to, and these are formulated verbatim as below:

(1) Definition of the research problem and the research constructs,

(2) Review concepts and theories and previous findings,

(3) Statement of the Hypothesis or the Research Question(s),

(4) Description of the research framework in terms of research tools, sampling procedure etc,

(5) Collection the relevant data,

(6) Analysis of the data,

(7) Discussion of the results and testing of the hypothesis to answer the research question(s) (p.18).

The study followed a quantitative approach for data collection which is a deductive approach. (Creswell, 2009, p.4) defines quantitative research as "a means for testing objective theories by examining the relationship among variables and these variables. in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures". (Khaldi, 2017, p.17) indicates that this approach will follow the stages of (1) formulating a research hypothesis that is based on theories or literature that already exists in academia, (2) the collection of data that will be used to test the hypothesis generated and (3) the decision based on all the data and analysis to either accept or reject the hypothesis (p.17). (Khaldi, 2017, p.16) focuses on the term method as a reference to the research instruments that are utilised for the collection and analysis of data. The research instrument utilised in this study is the questionnaire. A two-pronged approach in this study necessitated the need for two questionnaires to address the research problem. These were the Multifactor Leadership Questionnaire and the Emotional Intelligence Questionnaire.

The research conducted utilised the quantitative approach using a non-experimental design approach. In this approach the sampling procedure is random in nature, and we see participants in the targeted population being randomly selected without another group for comparison. The

research was conducted using questionnaires that were completed by the targeted participants in order to collect the data required. In this non-experimental form of research every effort was made to remain objective, avoid research bias and ensure that the analysis was sound.

3.6 Operationalisation

There are several research procedures that are available. The data collection method utilised were questionnaires that provided the meaningful findings for the research design of the study.

There are a number of different strategies used to collect data when conducting research. These can vary from experiments that assist with causal inferences, quantitative data collection from surveys that consist of more structured questionnaires used to collect data from a larger sample of respondents and qualitative data collection from a smaller more purposive sample that utilise methods such as but not limited to focus groups, observations and in-depth interviews. This research study utilised a quantitative approach and was supported by the multifactor leadership questionnaire and the emotional intelligence questionnaire.

3.6.1 Primary Data Collection

Primary data is data that is collected for a specific or intended purpose of addressing a research problem being experienced. Each time primary data is collected it adds to the existing knowledge. Primary data collection is seen as having an advantage in that the research style can be guided by factors that can be tailored to the research question which ensures that the information collected will be beneficial to assist in resolving the identified research problem (Hox & Boeije, 2005, p.594). This study was conducted utilising the primary data collection method as the researcher needed to gather information relative to the study population of Nedbank. The two questionnaires utilised, were sought gather information to address the relationship between the constructs of emotional intelligence and transformational intelligence in this banking sector.

3.6.2 Secondary Data Collection

According to (Hox & Boeije, 2005, p.593) the collection of primary data by researchers that adds to the body of knowledge and becomes available for reuse by the research community is referred to as secondary data. The use of secondary data has advantages in that it is easier and faster to access and is significantly cheaper to access. The obvious disadvantage of utilising secondary data that it may not be what is required to answer an intended research problem simply because the previous researcher may have gathered that data for a different purpose. The literature review in this study utilised secondary information.

3.6.3 Data Collection Instruments

There are various instruments that can be used to collect data. Researchers determine which method best supports the collection is line with meeting and answering the research objective.

Examples of instruments range from surveys, questionnaires, interviews and focus groups. This research considers the use of questionnaires as a data collection tool to gather information from respondents (Bhandari, 2021, p.13). The research conducted required three questionnaires to be completed.

(Williams, 2003, p.245) concludes that questionnaires are utilised to gather information that reflects opinions and behaviours of individuals. Questionnaires must be appropriate, unbiased, intelligible, and unambiguous. A good questionnaire is designed to extract the information to address and answer the research question or address the research problem.

Questionnaires need to have a high degree of validity and reliability and must be tested for this. (Williams, 2003, p.252) defines the concept of reliability to be "an assessment of the reproducibility and consistency of an instrument" . A questionnaire is deemed to be "valid" if it can address the research question and measure what is required to be measured for the purpose of answering the research questions or testing a hypothesis (Williams, 2003, p.252).

The quantitative approach for this study is therefore justified as the primary data collection method was questionnaires. According to (Einola & Alvesson, 2021, p.109), questionnaires have demonstrated their effectiveness, accuracy and consistency in both reliability and validity when measuring leadership. The quantitative research method whilst more aptly utilised with a larger sample size suited the research objectives set out, the type of data that was required to be collected from the teams across geographical distances and focused on the cause-effect relationship between emotional intelligence and transformational leadership that best drove this study (Gamage, 2025, p.92).

3.6.3.1 Demographic Questionnaire

Demographic information was also captured in the questionnaire to obtain information on the demographic characteristics of the sample that was selected. Managers with direct reports in the Nedbank Self-Service Banking Channel who chose to participate in this study completed a demographic questionnaire.

The participants were made up of 26 males and11 females with a percentage of 70,3% and 29,7% respectively.

The ethnic breakdown was diverse and constituted respondents of African (black people in South Africa) at 21,6%, White at 43,3%, Asian at 27,0% and Coloured at 8,1%.

The age of the participants ranged from 18,9% for ages between 46-50 years, 2,7% for ages below 30 years old and the majority of respondents were 78,4% for ages between 30-45 years old.

The experience of participants ranged from 42,2% for those with 1-5 years' experience, 41,5% for those with 5-10 years' experience, 10,9% for those with 15-20 years' experience and 5,4% with work experience greater than 20 years.

The level of qualifications for the participants and these ranged from Matric at 48,7%, Bachelor's degree at 43,2% and Master's degree at 8,1%.

3.6.3.2 Multifactor Leadership Questionnaire

The first instrument utilised in this study was the MLQ (Bass & Avolio, 2004). The leadership framework that this concept was based on Bass's theory (1985). Bass and Bass Bernard (1985) went on to expand on Burns' work, and this led to the development of the Multifactor Leadership Questionnaire (as cited in Munir *et al.,* 2023, p.333). The instrument was made up of 45 questions that measured three major leadership styles such as transformational leadership, transactional leadership, and passive avoidant (laissez-faire) leadership.

The most widely used tool that has been utilised to study both transactional and transformational leadership is the Multifactor Leadership Questionnaire which was developed by Bass and Avolio (Belias & Koustelios, 2014, p.192). The factor-analytic studies show a confirmation of the hypothesis relating to the underlying makeup of the types of leadership (Bass, 1985; Bass, Avolio & Goodheim, 1987; Hater & Bass, 1988; Bass & Avolio, 1990a). The MLQ was developed to measure the behaviour of leaders that ranged from transactional to transformational to laissez-faire which was deemed to be fundamental components of leadership effectiveness (Bajcar & Babiak, 2022, p.2).

The seven-scale questionnaire is multi-dimensional and covers the four dimensions of Transformational Leadership, two dimensions of Transactional Leadership and one scale of Non-Leadership (Belias & Koustelios, 2014, p.192).

3.6.3.3 Emotional Intelligence Questionnaire

The Emotional Intelligence Questionnaire utilised in this study was the NHS EIQ (2016). This was based on Daniel Goleman's 1995 book *Emotional Intelligence*. The instrument was made up of 50 questions that measured emotional intelligence as the leader perceives it and covers five of the fundamental areas of emotional intelligence being self-awareness, managing emotions, motivating oneself, empathy, and social skills.

The emotional intelligence questionnaire was analysed using Cronbach's Alpha to determine each component's mean, standard deviation, and reliability.

The instrument retained or maintained an acceptable reliability consistency with the coefficients ranging from moderate to high.

The Cronbach's Alpha coefficient from the scale was as follows: Self-awareness (.993), Managing emotions (.989), Motivating oneself (.993), Empathy (.992) and Social skill (.994).

3.7 Reliability

Reliability of leadership and emotional intelligence scales can be assessed in various ways. Cronbach's coefficient alpha was utilised in this study as a standard measure of reliability.

3.7.1 The Multifactor Leadership Questionnaire (MLQ):

The MLQ5X questionnaire was analysed to determine each component's mean, standard deviation and reliability using Cronbach's Alpha.

All the leadership components were found to be within the expected range. The 7 components in the scale reviewed a sufficient internal consistency using the Cronbach's Alpha rule. The reliability statistics ranged from (Intellectual stimulation and Contingent reward = .963), (Individualised Consideration = .964), (Charisma = .957), (Inspirational Motivational = .976), (Management by Exception = .968), (Laissez-Faire Leadership = .962).

The Alpha values that were obtained in the study are higher than those that were reported by Bass and Avolio (1990a). The overall (Leadership Style Outcome Variables = .958). The components' inter-correlation was also within the ranges given by Bass and Avolio (2000) and were all within the expected direction.

3.7.2 Emotional Intelligence Questionnaire (EIQ)

The emotional intelligence questionnaire was analysed using Cronbach's Alpha to determine each component's mean, standard deviation, and reliability. The table below shows the descriptive statistics. 50 questions were tested in this questionnaire by being computed to form 5 components as a summary to test their reliability.

The instrument retained or maintained an acceptable reliability consistency from the above table as given by (Mayer *et al.,* (2002), with the coefficients ranging from moderate to high. As can be confirmed from the table, the Cronbach's Alpha coefficient from the scale was as follows: Self-awareness (.993), Managing emotions (.989), Motivating oneself (.993), Empathy (.992) and Social skill (.994).

3.8 Validity

According to (Andersson & Boateng, 2004, p.1), validity "refers to the degree to which a tool measures what it is intended to measure and is crucial for ensuring that research outcomes are accurate and meaningful". The study utilised a quantitative research approach that explored the relationship between emotional intelligence (EI) and transformational leadership (TL).

3.8.1 The Multifactor Leadership Questionnaire (MLQ):

Transformational Leadership is a framework that underpins the study of leadership. The items in the questionnaire were consistent to that of Bass and Avolio (2000). The Multifactor Leadership Questionnaire is a validated questionnaire and is utilised in studies to explore the participants' perception of leadership (Carter *et al.,* 2025, p.56). It was selected as the framework in this study because of its long history and wide use to investigate and measure transformational leadership (Antonakis *et al.,* 2003, p.261-295), (Carless, S.A., 1998, p.353-358), (Bycio *et al.,* 1995, p.468), (Den Hartog *et al.,* 1997, p.19-34), (Hinkin & Schriesheim, 2008, p.501-513), (Goodwin *et al.,* 2001, p.759-774) and (Tejeda, 2001, p.31-52).

The theoretical structure of the MLQ is conceptualised using 9 leadership constructs that include transformational, transactional and passive/laissez-faire (Carter *et al.,* 2025, p.57). All the leadership components were found to be within the expected range. The components in the scale reviewed a sufficient internal consistency using the Cronbach's Alpha rule.

3.8.2 The Emotional Intelligence Questionnaire (EIQ):

Emotionally intelligent leaders is a framework that underpins the study. The five-factor model of emotional intelligence holds 5 crucial components of measurement (Salovey & Mayer, 1990, p.191).

The emotional intelligence questionnaire was analysed using Cronbach's Alpha to determine each component's mean, standard deviation, and reliability. The Cronbach alpha value of >0.7 indicates that the instrument will hold a high degree of validity and the study is therefore reliable (Fadhilah *et al*., 2024, p.63).

3.8.3 Discussion

Based on the quantitative research conducted in respect of reliability and validity of the research instruments, reliability ensures the consistency of measurement (Surucu, & Maslakci, 2020, p.2695). A high alpha indicates that the items are internally consistent. Validity on the other hand ensures that the questionnaires used to collect the data accurately measures the leadership traits or emotional intelligence and its components only. The results indicate that the components of both the Multifactor Leadership Questionnaire (MLQ) and the Emotional Intelligence Questionnaire (EIQ) exceed with a coefficient of .9 which is highly satisfactory. The results from the analysis of construct validity and construct reliability that make up both transformational intelligence and emotional intelligence are declared valid and reliable. The reliability and validity results is further elaborated on in chapter 4 of this study.

3.9 Population and Sampling

3.9.1 Target Population and Participants

The target population identified in this study was the Nedbank managers in the Self-Service Banking Channel that have subordinates reporting directly into them. Nedbank employs a total number of 31 277 staff (www.nedbank.co.za). The Cash & Self-Service Banking channel in Nedbank was identified as the division where the study was conducted. The channel has a staff compliment of 399 people, and this number of people make up the population of our study. From this staff compliment there are 90 managers that have staff reporting into them. These 90 managers therefore make up the sample frame. Due to various reasons all the people in the sample frame cannot be used in the study. There are four major regions in this channel that are dispersed nationally, and there was participation from all regions in order to achieve a more balanced and objective outcome. Questionnaires were found to be an appropriate and effective

tool for collecting information from people that are spread over a wider area (Mazhar *et al*., 2021, p.8). There were 37 leaders that participated in the study.

3.9.2 Sample

According to (Acharya *et al*., 2013, p.330) a sample is "a subset of the population, selected so as to be representative of the larger population". In most instances it is not possible to study the entire population so therefore there is a need to take a sample.

The study utilised the Cash and Self-Service Banking channel staffing compliment as the sample. The channel, even though it has a small staff compliment is geographically spread out amongst the KwaZulu-Natal, Cape Town and Northern and Southern Gauteng regions. Due to the total area of the research being too large and spread out and a need for representation from all areas the sample was selected randomly from each smaller area. A random selection of 4 sites being KwaZulu-Natal, Cape Town, and Gauteng regions which are termed as the clusters made up the total geographical area.

An advantage of this method other than a reduction in cost was that the researcher would be to get a good representation from all regions to enable a more broadened perspective that would assist to better answer the research questions.

3.9.3 Sampling and Sample Size

Probability or random sampling is a sample technique that allows every person in the study's population to have an equal chance of being included in this study. In their journal, (Etikan & Bala, 2017, p.3) conclude that there is a preference to the use of the probability random sampling method for the entire population of the study as it controls bias during the sampling process.

In order to reduce the risk of bias in the sample selection, a random sample was selected using Excel. All 90 managers who were termed the potential survey respondents and their geographical location were inserted into an Excel spreadsheet. Based on the data extracted from the random sampling method done, 11 respondents were selected from KwaZulu-Natal, 9 respondents from Cape Town and 17 from Gauteng. The largest number of respondents were from Gauteng as the area is larger with a higher staff compliment and made up of North and South Gauteng and the Northern Region.

3.9.4 Sampling Method

Sampling methods can either be non-probability or probability.

3.9.4.1 Non-Probability Samples

These are samples with occurrences when there is a probability that the selection of a subject is unknown and chosen for convenience by the researcher and often leads to selection bias (Acharya *et al*., 2013, p.332). This sampling method can be effective for some types of data

gathering but will not offer any value for this study as it does not allow for any generalisation of the data analysis beyond the sample.

3.9.4.2 Probability Samples

These are samples that are random and ensures a generalisation of the study's results in relation to the population due to each individual from the population having an equal chance of selection and inclusion in the study (Acharya *et al*., 2013, p.330).

3.9.4.3 Discussion

This study utilised the probability random sampling method. (Etikan *et al*., 2016, p.1) defined probability sampling as "having the distinguishing characteristic that each unit in the population has a known, non-zero chance of being included in the sample". Simply put it means that every participant has an equal probability of selection from the population by way of a random selection procedure.

The type of probability sampling utilised was the cluster sampling technique which is practical when the population of the study is scattered as it allows for a good representation of participants amongst the different regions. This sample uses a two-step approach which first saw the entire population divided into clusters based on geographic areas of the identified businesses. Each identified region in the Cash and Self-Service Banking Channel became a cluster. The regions geographical areas made up 4 clusters in the study.

3.10 Data Collection

3.10.1 Data Collection Method

Permissions were applied for and received by the organisations Executive and Human Resources. In addition, ethical clearance permissions were received from the University's Ethics Committee to proceed with the study.

Data that is gathered from existing sources in literature to support research purposes or endorse the background of the study that gives rise to the research questions is known as secondary data (Ganesh & Aithal, 2022, p.458). Secondary information was utilised in the literature review of this study.

Raw data collected by the researcher around the variables of the research question should be original, authentic, reliable, specific, objective and valid (Ganesh & Aithal, 2022, p.458). This data is referred to as primary data. Primary data collection was necessary for this study as the study was aimed at analysing the relationship between emotional intelligence and transformational leadership at Nedbank. Data collection is essential in the field of research ad is extremely beneficial when the data collected in unbiased (Mazhar *et al*., 2021, p.9). The approach to gather the primary data was adopted utilising the quantitative design with the option of adopting questionnaires as detailed in 3.6.1 and 3.6.2 respectively. According to (Kinyua, 2023, p.194), quantitative research is considered an approach that utilises a

predetermined, fixed research plan, that is guided by "reconstructed logic which organises, standardises and codifies research into open rules, formal procedures, and techniques so that others can follow the same linear plan and reconstruct the study".

The specific division in Nedbank that was used in the study was the Cash and Self-Service Banking channel. Data collection is a very contentious topic and as a result of the ethical challenges that could emanate a series of approvals had to be sought before commencing. Once the procedural and ethical procedures were fulfilled the surveys were sent out for completion. The study was concluded with 37 participants that were all subjected to the same standardised questionnaires. In the quantitative approach not all of the members that made up the target population were accessed for the study. According to (Sekaran, 2003, p.265) a minimum of 30 participants gives research statistical credibility. The results from the sample size of 37 participants were therefore generalised for the target population. According to (Kinyua, 2023, p.195), it can be "presumed that the results of the sample under study reflects the real-life situation". The findings offer valuable insights specific to the management cadre of Nedbank's Self-Service Banking Channel and contribute to the body of context-specific knowledge on EI and TL in the financial sector.

The research process employed utilised two primary instruments for the data collection for this study. These were the EIQ (2016) and the Bass and Avolio MLQ (2004). The choice to utilise these two instruments were influenced by the emotional intelligence framework developed by Mayer and Salovey (1997) and the transformational leadership framework developed by Burns (1978) and Bass (1985).

3.10.2 Multifactor Leadership Questionnaire (MLQ)

The Multifactor Leadership Questionnaire (MLQ) was developed by Bass and Avolio (2004). The MLQ-5X has been declared as a significant and standardised instrument that is used globally for assessing the scales of leadership that range from transactional, transformational, and non-leadership (Rowold, 2005, p.4). The MLQ is designed to provide a computer-generated report of detailed, individualised feedback that illustrates "how often leaders are perceived to exhibit specific behaviours along a full range of leadership performance (Rowold, 2005, p.5).

When researching the construct validity of the MLQ-5X it yielded positive results, was found to be rigorously tested for factorial validity with earlier research by (Antonakis, Avolio and Sivasubramaniam, 2003; Avolio and Bass, 2004, as cited in Rowold, 2005, p.8) and further tested an additional ten times by Dr Jens Rowold when evaluating the psychometric properties of the multifactor leadership questionnaire (Rowold, 2005, p.8).

The full range leadership model which augments the full range of leadership development program is being utilised in organisations globally due to the rigorous testing and confidence in its level of reliability and effectiveness in enhancing leadership skills and applying it to leadership styles to create better skilled and transformed leaders (Judge & Piccolo, 2004; Lowe *et al*., 1996, as cited in Rowold, 2005, p.6).

(Rowold, 2005, p.22) focuses on the MLQ which was thoroughly interrogated and concludes the research by declaring the MLQ-5X as a valid and reliable instrument that enables data

collection to assess leaders' behaviour. This is also supported as a significant model to identify leadership training and development that can equip organisations for "long-term economic success" (Fuller *et al.,* 1996, as cited in Rowold, 2005, p.22).

For the purpose of this study the MLQ was used to measure how managers or leaders in the Nedbank Self-Service Banking division perceive themselves in relation to specific leadership behaviours. Participants were sent the electronic survey and were asked to respond to 45 items using a 5-point behavioural scale ranging from "Not at all" to "Frequently if not always" (Avolio and Bass, 2004).

The reliability of the MLQ-5X survey used was also tested and analysed in table 4.7 in relation to the leadership components in this study that guided and explored the literature and research conducted. The multifactor leadership questionnaire was analysed using Cronbach's Alpha in order to determine each of the five components mean, standard deviation and reliability deemed important and essential to the transformational leadership construct. The reliability statistics ranged from (Intellectual stimulation and Contingent reward = .963), (Individualised Consideration = .964), (Charisma = .957), (Inspirational Motivational = .967), (Management By Exception = .968), (Laissez-Faire Leadership = .962) and (Leadership Style Outcome Variables = .958).

3.10.3 Emotional Intelligence Questionnaire (EIQ)

Emotional intelligence was popularised by Daniel Goleman a lead psychologist who aggressively explored the concept. His 1995 book titled Emotional Intelligence illustrates the NHS EIQ survey instrument that was popularly used to measure emotional intelligence. The instrument was utilised in this study as a tool to measure the emotional intelligence of leaders in the Nedbank Self-Service Banking channel. The instrument compromised of a 50-item scale designed to measure what Goleman

perceived as the five key areas of emotional intelligence such as self-awareness, managing emotions, motivating oneself, empathy, and social skills.

3.10.3.1 Self-Awareness is the ability to understand your own emotions. Once one can recognise and understand it, they can better manage their responses in relation to the effect on their behaviour and performance.

3.10.3.2 Managing Emotions is the ability to remain calm and focused and to make clear and concise decisions when dealing with strong emotions. It is the process that allows one to manage different emotional states and associated actions so that it can prevent regrets later on.

3.10.3.3 Motivating Oneself is the ability to persevere in the face of adversity. Despite the challenges that one may face it allows the use of the emotion as motivation to move the individual towards the desired goal.

3.10.3.4 Empathy is the ability to perceive, understand and most importantly to respond to the feelings or emotions of others. A critical requirement linked to empathy is that of self-awareness. In order to be empathetic, one needs to aware of their own emotions if they want to be in a position to read the emotions of others.

3.10.3.5 Social Skills is the ability of an individual to have an effect on and persuade emotions in a positive way. The ability to manage relationships and influence others is a critical skill needed for success in teamwork and leadership.

The emotional intelligence questionnaire was analysed using Cronbach's Alpha in order to determine each of the five components mean, standard deviation and reliability deemed important and essential to the emotional intelligence construct. The Cronbach's Alpha coefficient from the scale was as follows: Self-awareness (.993), Managing emotions (.989), Motivating oneself (.993), Empathy (.992) and Social skill (.994).

3.11 Data Analysis

The surveys link sent out was all done confidentially to ensure that participants were treated with a high degree of anonymity. The survey was uploaded onto Microsoft Forms and the link to access was sent on the invitation to participate in the study. After allowing sufficient time for participants to complete the surveys, the data was downloaded from Forms and into an Excel document.

The data was screened for any errors. From the 37 participants invited to partake in the study it was noted that all 37 participants completed the demographic, emotional intelligence and the multifactor leadership questionnaires.

All data retrieved from the completed surveys in the Excel format was computed, coded and analysed using the SPSS version 22, which is a statistical software programme. Demographic characteristics that included gender, ethnicity, age, experience and qualifications were collected.

The MLQ questionnaire responses were analysed based on these three components transactional leadership, transactional leadership and transformational leadership. The transformational leadership component is made up of four transformational factors such as intellectual stimulation, individualised consideration, charisma, inspirational motivation. The transactional leadership component is made up of contingent reward, management by expectation (active and passive) and Laissez faire leadership. The analysis is aimed at determining each component's mean standard deviation and reliability using Cronbach's Alpha.

The EIQ questionnaire responses were analysed based on the four components being self-awareness, managing emotions, motivating oneself, empathy, and social skill. The analysis is aimed at determining each component's mean, standard deviation and reliability using Cronbach's Alpha.

The data was also subjected to multiple regression and correlations in order to test the relationship between EI and the TL style which is the main objective of the study.

3.12 Limitations of the Study

The fieldwork was conducted using e-mail communication with a link that led the participant to the two surveys that needed to be completed. The study was conducted using the Self-Service Banking channel within Nedbank. Although the respondents were spread across a wider national base the sample was not truly representative of the entire population of the Nedbank business.

The NHS EIQ (2016) and the MLQ (Bass & Avolio, 2004) surveys were administered to the respondents to complete. No other tool was utilised. This could pose the threat of potential response bias as the two studies were self-report surveys and this could lead to respondents not answering truthfully.

Issues that normally arise in any study that requires data collection is that participants are seldom motivated to complete questionnaires.

3.13 Ethical Considerations

The researcher issued an informed consent letter to all potential participants that detailed the project title, the reason for the selection of the participant, the purpose of the study, the benefits of the study for academia, the rights of the participant and contact details for both the researcher and the Humanities and Social Sciences Research Ethics administration office should there be any concerns or questions that needed to be addressed.

In addition, the researcher emphasised the care for confidentiality and assured the respondents that anonymity be maintained by both the School of Management, I.T. and Governance and all responses will not be used for any purposes outside of this study.

It was made clear to the participants that their participation was strictly voluntary, and they could exercise the right to not partake or withdraw from the study at any time with no negative consequences. Participants were also advised that the completion and submission of the survey will indicate their intention and decision to participate but they still reserved the right to withdraw at any time.

Data collected was all done electronically via Microsoft Forms and is password protected to ensure confidentiality. No names were used in the study and all data collected will be securely stored for up to five years and will then be destroyed.

3.14 Conclusion

The research instruments were found to be valid and reliable for this study, and the research was planned and conducted accordingly. The analysis was objective and scientific and suitable conclusions were drawn. Recommendations made to address the research issues should be monitored for any errors in this research.

This chapter has expounded on the research methodology approach. The quantitative approach was employed by utilising questionnaires to the respondents and this assisted in answering the research question and the objectives of the study.

The framework for the research design informed the direction that was taken, and this adequately supported the research study.

The following chapter will provide the data presentation and analysis of the study.

Chapter Four

4. Data Presentation and Analysis

4.1 Introduction

This chapter presents data gathered from the field using the Multifactor leadership survey MLQ5x by Bass and Avolio (2000) with the intention for the instrument to assess the leadership styles. The Emotional Intelligence Test (MSCEIT) by Mayer, Salovey, and Caruso (2002) measured the varying competencies of emotional intelligence with specific emphasis on self-awareness, motivating oneself, managing emotions, empathy and social skills. Participants invited in this study were 40 Nedbank managers with subordinates reporting directly to them. There were 37 participants that responded to the questionnaire, giving a response rate of 92.5%. As described in chapter one, the research was guided by the following research questions:

What is the relationship between a leader's inherent, emotional intelligence abilities and their transformational leadership style?

What is the relationship between a leader's individual emotional intelligence abilities and their transformational leadership style?

What is the relationship between leader's behavioural, emotional intelligence abilities and their transformational leadership style?

In order to explore the research questions, a series of regression and correlations was performed using data collected from the above the mentioned participants.

4.2 Demographic Characteristics

The managers who chose to participate in this study were requested to complete a questionnaire online, including several demographic questions, including Emotional Intelligence (EI) and Transformational Leadership (TL) questions. Participants were invited through their emails to participate, and an explanation of the study, its procedure, process and reasons for participation were highlighted. After completing the survey, data were collected, coded, inputted and analysed using the SPSS version 22, a statistical software. Demographic characteristics of participants are presented as well as correlation scores of the relationship between Emotional Intelligence (EI) and Transformational Leadership (TL).

Table 4.1 Gender (*n=37*)

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	26	70.3	70.3	70.3
	Female	11	29.7	29.7	100.0
	Total	37	100.0	100.0	

The above table shows the gender distribution of respondents who participated in the study. The majority were male (70.3%) from the above results, whilst females were the minority participants (29.7%). This shows that male employees dominate managerial positions in the organisation.

Table 4.2 Ethnicity (*n=37*)

All participants are South African by descent. The term African is being used to describe a black person that comes from Africa.

Ethnicity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	African	8	21.6	21.6	21.6
	White	16	43.3	43.3	64.9
	Asian	10	27.0	27.0	91.9
	Coloured	3	8.1	8.1	100.0
	Total	37	100.0	100.0	

From the above table, the largest group of the respondents were Whites (43.3%), Africans were (21.6%), Asians were (27.0%), and Coloured were (8.1%).

Table 4.3 Age (*n=37*)

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<30	1	2.7	2.7	2.7
	30-45	29	78.4	78.4	81.1
	46-50	7	18.9	18.9	100.0
	Total	37	100.0	100.0	

The study examined the age of participants; as shown above that 78.4% being the majority are between 30-45 years, 18.9% are between 46-50 years and 2.7% being the minority, are less than 30 years.

Table 4.4 Experience (*n=37*)

Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	16	42.2	42.2	42.2
	5-10	15	41.5	41.5	83.7
	15-20	4	10.9	10.9	94.6
	20+	2	5.4	5.4	100.0
	Total	37	100.0	100.0	

The above table shows the work experience of participants in the organisation. The results show that the majority of the participants, 42.2% have 1-5 years' experience working in the organisation, 41.5% have 5-10 years, 10.9% have 15-20 years, and the minority 5.4%, have more than 20 years of working experience.

Table 4.5 Qualification (*n=37*)

Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Matric	18	48.7	48.7	48.7
	Bachelor's degree	16	43.2	43.2	91.9
	Master's degree	3	8.1	8.1	100.0
	Total	37	100.0	100.0	

Participant's qualifications were assessed, the above results revealed that many employees (48.7%) still have matric qualifications, (43.2%) have bachelor's degrees and the minority (8.1%) have master's degrees.

4.3 Descriptive Statistics of the Research Instrument

A two-tailed Pearson product-moment correlation coefficient (r) was generated for each of the study components that had a score on the dependent variable, transformational leadership, to assess each of the hypotheses tested. According to (Creswell, 2009, p.98), the correlation coefficient is a metric that may be used to forecast the linear relationship between two variables. The raw scores of the respondents were divided into primary categories before being subjected to inferential statistical analysis with the SPSS software program, which IBM developed. The correlation coefficient revealed statistically significant connections between all independent variables at a 95 per cent confidence level.

4.3.1 Emotional Intelligence Questionnaire

The emotional intelligence questionnaire was analysed using Cronbach's Alpha to determine each component's mean, standard deviation, and reliability. The table below shows the

descriptive statistics. 50 questions were tested in this questionnaire by being computed to form 5 components as a summary to test their reliability.

Table 4.6 Emotional Intelligence Questionnaire Reliability Test

Item Statistics					
Component	Mean	Std. Deviation	N	Cronbach's Alpha	Total Correlation
Self-awareness	40.1923	7.47807	37	.993	.967
Managing emotions	34.0385	9.07516	37	.989	.978
Motivating oneself	37.6538	7.34271	37	.993	.992
Empathy	37.9615	7.52851	37	.992	.967
Social skill	34.9231	8.43764	37	.994	.978

The instrument retained or maintained an acceptable reliability consistency from the above table as given by (Mayer *et al*., 2002, p.189), with the coefficients ranging from moderate to high. As can be confirmed from the table, the Cronbach's Alpha coefficient from the scale was as follows: Self-awareness (.993), Managing emotions (.989), Motivating oneself (.993), Empathy (.992) and Social skill (.994).

4.3.2 MLQ5x Questionnaire

The MLQ5X questionnaire was analysed to determine each component's mean, standard deviation and reliability using Cronbach's Alpha. The table below shows the descriptive statistics.

Table 4.7 MLQ5x Questionnaire Reliability Test

Item Statistics					
Component	Mean	Std. Deviation	N	Cronbach's Alpha	Total Correlation
Transformational leadership					
Intellectual Stimulation	14.8462	3.25813	37	.963	.967
Individualised Consideration	15.9231	3.00564	37	.964	.978
Charisma	28.6923	6.64993	37	.957	.992
Inspirational Motivational	16.2692	2.58546	37	.967	.967
Transactional leadership					
Contingent Reward	15.7692	3.35032	37	.963	.978
Management By Exception	31.2692	8.51144	37	.968	.990
Laissez Faire Leadership					
Laissez Faire Leadership	13.8846	3.55895	37	.962	.964
Leadership Style Outcome Variables					
Leadership Style Outcome Variables	32.5769	6.96949	37	958	.983

The above results reviewed that the items in the questionnaire were consistent to that of Bass and Avolio (2000). All the leadership components were found to be within the expected range.

The 8 components in the scale reviewed a sufficient internal consistency using the Cronbach's Alpha rule. The reliability statistics ranged from (Intellectual stimulation and Contingent reward = .963), (Individualised Consideration = .964), (Charisma = .957), (Inspirational Motivational = .967), (Management By Exception = .968), (Laissez-Faire Leadership = .962) and (Leadership Style Outcome Variables = .958). The components' inter-correlation was also within the ranges given by Bass and Avolio (2000) and were all within the expected direction.

Further to confirm the reliability analysis of the scales, the research further presented and analysed the research questions and related hypotheses.

4.4 Multiple Regression and Correlation Analysis

Various regression and correlations were performed as part of the main objective to test the relationship between emotional intelligence and transformational leadership style.

The respondents are leaders in the organisation that are rating their leadership style.

Research question 1: *What is the relationship between a leader's inherent emotional intelligence abilities and their transformational leadership style?*

Table 4.8 Correlation Statistics (TL and EM)

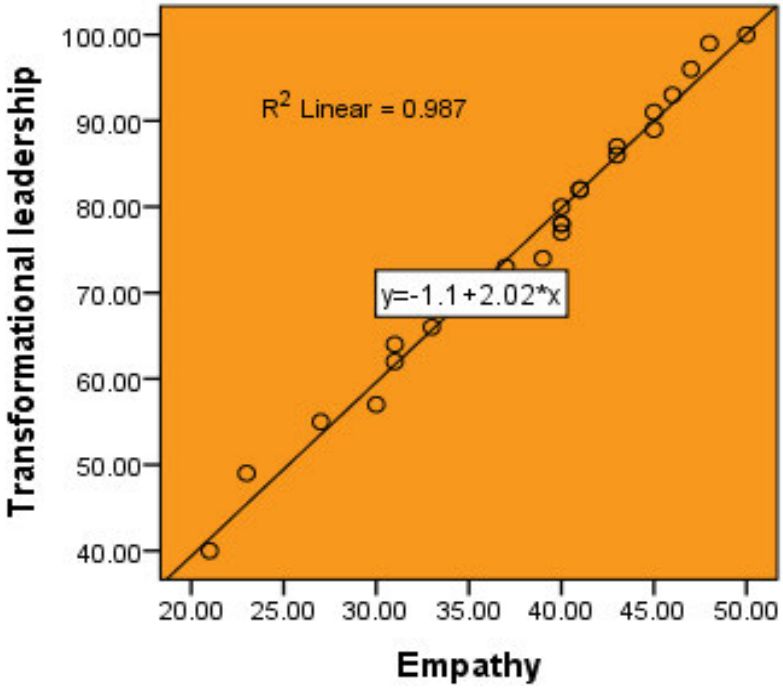
Correlations			
		TL	EM
TL	Pearson Correlation	1	.993**
	Sig. (2-tailed)		.001
	Sum of Squares and Cross-products	5883.115	2867.731
	Covariance	235.325	114.709
	N	37	37
EM	Pearson Correlation	.993**	1
	Sig. (2-tailed)	.001	
	Sum of Squares and Cross-products	2867.731	1416.962
	Covariance	114.709	56.678
	N	37	37

**. Correlation is significant at the 0.01 level (2-tailed).

The emotional intelligence scale consisted of inherent factors that influence its relationship with transformational leadership style. The research question investigated by examining the Pearson correlation between pairs of total scores of inherent (Empathy=EM) factors of the Emotional Intelligence questionnaire and the MLQ5x-TL. A Pearson Correlation analysis was conducted, and if the results obtain a significant correlation of ($p < .05$), a positive correlation would be accepted. As observed in table 4.8 there was a statistically significant and moderate correlation between the two pairs ($r=.993$, $N=37$, $p < .001$), meaning that the correlation was weak in strength.

As a result, as the magnitude of emotional intelligence scores increased, there was a propensity for transformational leadership scores to rise. According to (Clarke, 2010, p.13), the association between these two variables in the sample would be judged strong based on the size of the link. Total EM scores are plotted along the horizontal axis, and total MLQ5x-TL scores are plotted along the vertical axis to visually represent the relationship between pairs of EM and MLQ-TL scores. Total EM scores and total MLQ-TL scores are plotted along the horizontal and vertical axes, respectively, in Figure 4.1

Fig 4.1 Scatter Plot EM and TL



Further, table 4.7, which observed a statistically significant relationship between TL and EM (r=.993, N=37, p < .001). The EM scales were able to predict a linear relation with TL scores, resulting in R^2 = 0.987. The variability in the distribution of empathy scores accounted for about 98% of the variability in the distribution of total TL scores. The unstandardised regression equation for this particular analysis was TL=1.1+2.02EM

Research question 2: *What is the relationship between a leader's individual emotional intelligence abilities and their transformational leadership style?*

Table 4.9 Correlation Statistics (TL, ME, MO and SS)

Correlations						
			TL	ME	MO	SS
Spearman's rho	TL	Correlation Coefficient	1.000	.998**	.995**	.998**
		Sig. (2-tailed)	.	.001	.001	.001
		N	37	37	37	37
	ME	Correlation Coefficient	.998**	1.000	.991**	.993**
		Sig. (2-tailed)	.001	.	.001	.001
		N	37	37	37	37
	MO	Correlation Coefficient	.995**	.991**	1.000	.995**
		Sig. (2-tailed)	.001	.001	.	.001
		N	37	37	37	37
	SS	Correlation Coefficient	.998**	.993**	.995**	1.000
		Sig. (2-tailed)	.001	.001	.001	.
		N	37	37	37	37
**. Correlation is significant at the 0.01 level (2-tailed).						

The emotional intelligence scale consisted of individual factors Managing Emotions (ME), Motivating Oneself (MO) and Social Skills (SS). The research question investigated by testing the Spearman's rho correlation coefficient between pairs of total scores of individual factors (ME, MO & SS) factors of the Emotional Intelligence questionnaire and the MLQ5x-TL. After conducting the Spearman's rho correlation coefficient, the study results reviewed that there was a statistically significant and moderate correlation between TL and Individual factors variables. TL and ME ($r=.998$, $N=37$, $p < .001$), TL and MO ($r=.995$, $N=37$, $p < .001$) and TL and SS ($r=.998$, $N=37$, $p < .001$).

An increase in individual factors of emotional intelligence (EQ) is associated with an increase in transformational leadership scores, according to positive correlations found in the data.

Fig 4.2 Scatter Plot ME and TL

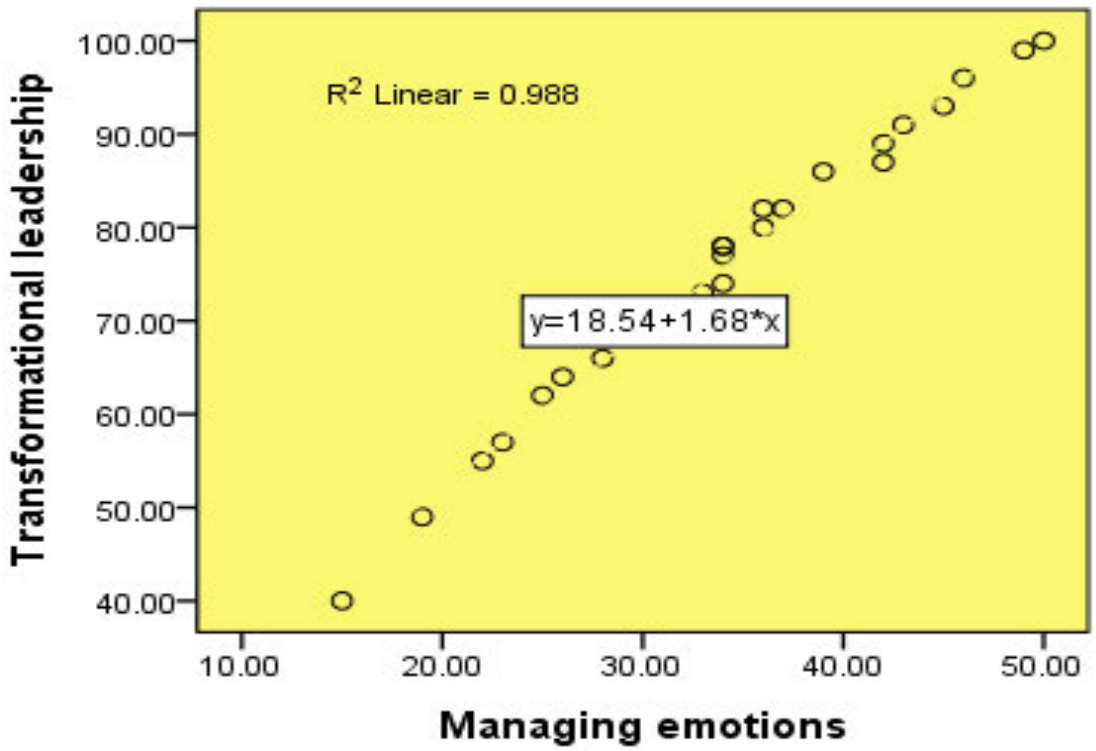


Fig 4.3 Scatter Plot MO and TL

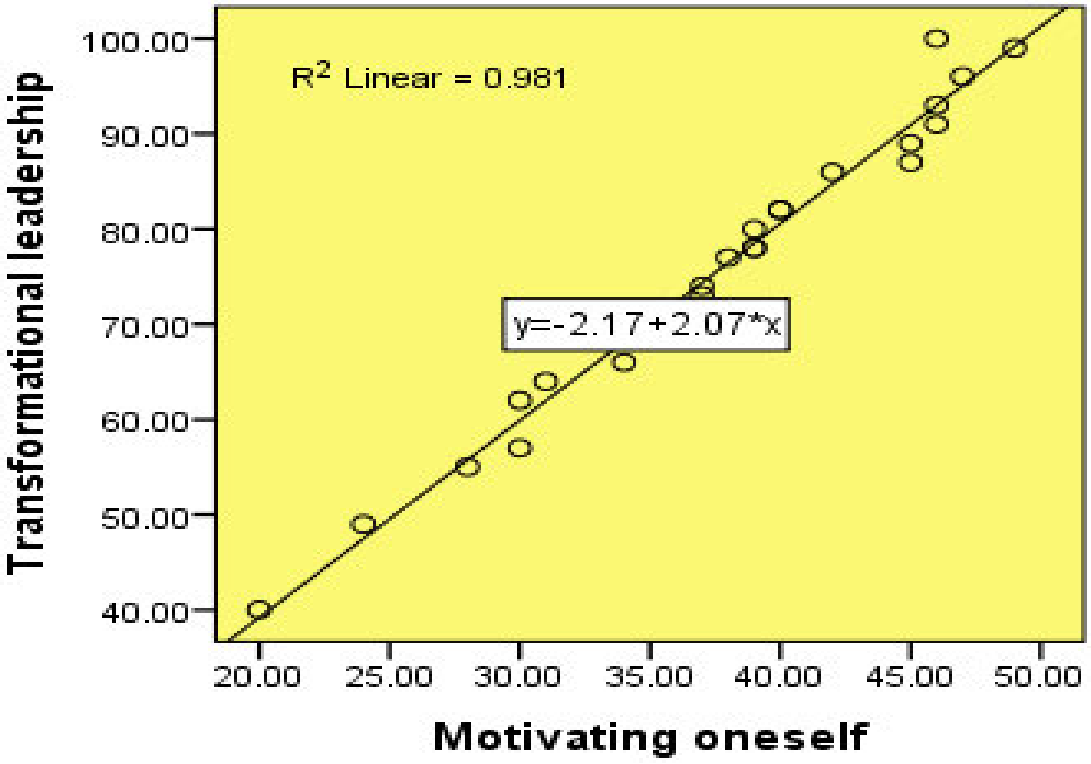
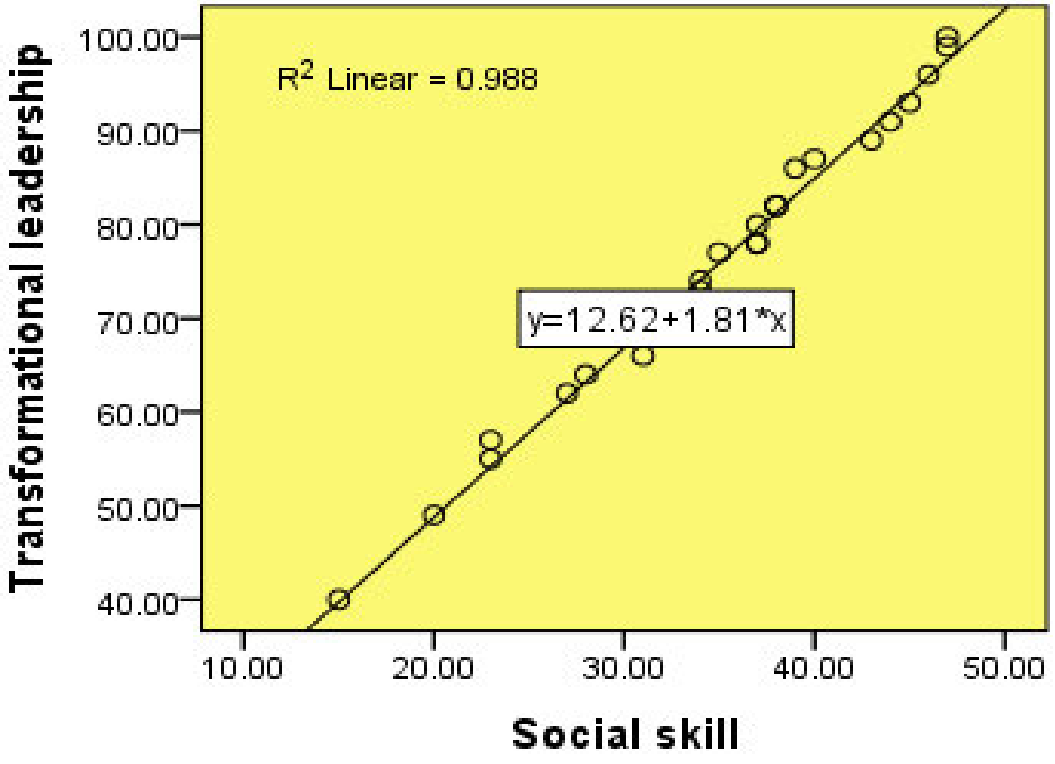


Fig 4.4 Scatter Plot SS and TL



Further, to table 4.8, which observed a statistically significant relationship between TL, ME, MO and SS TL and ME [(r=.998, N=37, p < .001), TL and MO (r=.995, N=37, p < .001) and TL and SS (r=.998, N=37, p < .001)]. The 3 emotional intelligence scales were able to predict a linear relation with TL scores, resulting to R^2 = 0.988 and R^2 = 0.981. The variability in the distribution of empathy scores accounted for about 98% of the variability in the distribution of total TL scores. The unstandardized regression equation for this particular analysis was TL=18.54+1.68 ME; 2.17 + 2.07 MO and 12.62 + 1.81 SS.

Research question 3: *What is the relationship between leader's behavioral emotional intelligence abilities and their transformational leadership style?*

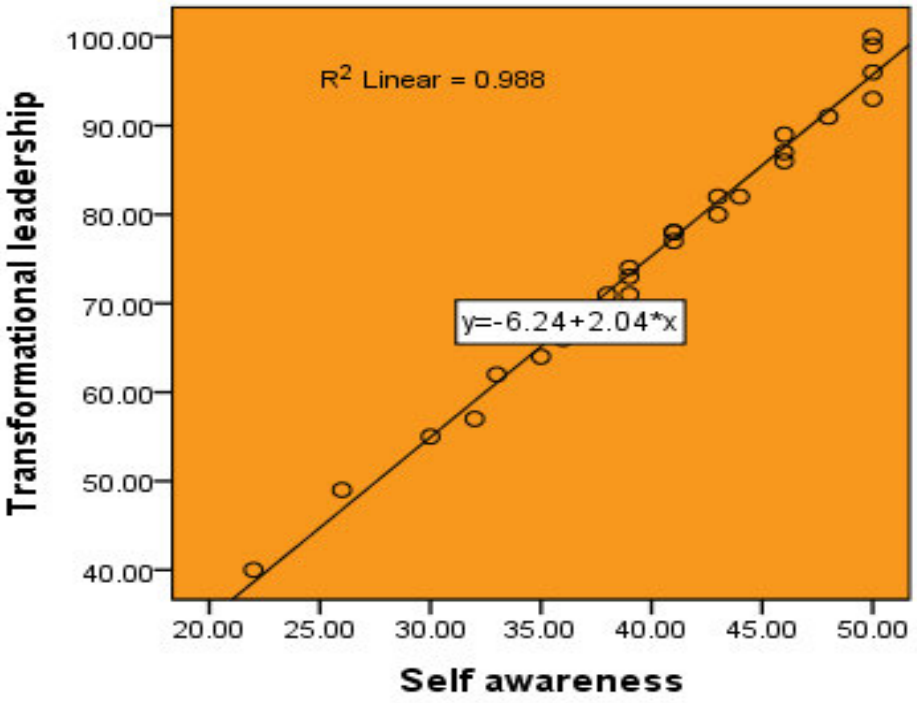
Table 4.10 Correlation Statistics (TL and SA)

Correlations			
		SA	TL
SA	Pearson Correlation	1	.994**
	Sig. (2-tailed)		.001
	Sum of Squares and Cross-products	1398.038	2851.346
	Covariance	55.922	114.054
	N	37	37
TL	Pearson Correlation	.994**	1
	Sig. (2-tailed)	.001	
	Sum of Squares and Cross-products	2851.346	5883.115
	Covariance	114.054	235.325
	N	37	37

**. Correlation is significant at the 0.01 level (2-tailed).

Another objective was to measure how the inherent factors of EI would affect the overall relationship between EI and TL. From the table above, a Pearson Correlation between the scales was conducted. The correlation statistics were in the same range as other factors that were analysed above. The study results reviewed that there was a statistically significant and moderate correlation between TL and behavioral factors variable. TL and SA (r=.994, N=37, p < .001).

Fig 4.5 Scatter Plot SA and TL



Further, to table 4.9, which observed a statistically significant relationship between TL and SS SA (r=.994, N=37, p < .001). The self-awareness scale was able to predict a linear relation with TL scores, resulting to R^2 = 0.988. The variability in the distribution of empathy scores accounted for about 98% of the variability in the distribution of total TL scores. The unstandardised regression equation for this particular analysis was TL= 6.24 + 2.04 SS.

4.5 Hypothesis Testing

Hypothesis testing was concluded to confirm the relationship between emotional intelligence and transformational leadership. The hypothesis testing was closely linked to the objectives set out in the study.

Question: Does an increased level of emotional intelligence augment the chance of a more transformational leader?

Hypothesis (H_1): Emotional Intelligence is positively associated with transformational leadership.

Alternate Hypothesis (H_a): Increased emotional intelligence leads to a more transformational leader.

Null Hypotheses (H_0): Increased emotional intelligence does not lead to a more transformational leader.

Table 4.11 Hypothesis Testing

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.604	2.176		3.034	.007
	Self-awareness	.657	.218	.320	3.010	.007
	Managing emotions	.605	.135	.358	4.496	.000
	Motivating oneself	-.151	.205	-.072	-.736	.470
	Empathy	.379	.183	.186	2.070	.052
	Social skill	.384	.184	.211	2.081	.050

The above results reviewed that leader's self-awareness as measured on the emotional intelligence scale directly impacted transformational leadership. The results recorded a standardised coefficient of .320 *t-value* 3.010 and *p* .007.

The results show that a leader's ability to manage emotions as measured on the emotional intelligence scale also directly impacted transformational leadership with a standardised coefficient of .135 *t-value* 4.496 and p .001.

The results show that leader's behavioral emotional intelligence abilities as measured on the emotional intelligence scale also directly impacted transformational leadership with a standardised coefficient of .211 *t-value* 2.081 and p .050.

Therefore, the hypothesis is accepted.

4.6 Discussion

This study investigated and analysed the relationship between the overall EI components and TL. The results indicated that there was a relationship between empathy as an inherent or innate factor of EI on TL.

Higher levels of emotional intelligence (EI) in leaders may be characterised by more self-awareness and empathy (Goleman *et al.,* 2002, p.205). These individuals will collaborate well with others, establish strong bonds with their team members, and serve as role models for others in tough times. This study serves as an important reminder that all elements of decision-making must be examined, which is why having high emotional intelligence is vital (Alexander, 2016, p.64). Even though leaders want to connect with their employees, there is occasionally a chasm between them and a mutually supporting connection.

The study also revealed the relationship between leaders' individual emotional intelligence abilities (Managing Emotions, Motivating Oneself and Social Skills) and their transformational leadership style. According to (Ajia, 2021, p.119), emotionally intelligent leaders are more sensitive to their own emotions and the impact their emotions have on others. Leaders with high emotional intelligence (EI) are more likely to be attentive to their own and others' needs and knowledgeable of how to make the best judgments possible to meet the requirements of all parties involved.

The favorable connections across EI components and TL further support the findings of earlier research that revealed positive correlations between EI and idealised influence, inspiring motivation and individualised consideration components of TL (Chepng'eno & Ngui, 2017, p.8). When leaders manage their emotions well, they can gain the trust and confidence of their followers, present a compelling vision, and inspire people to believe that their goal is possible. Emotionally intelligent leaders also recognise and respect the individuality of others, and as a result, they will treat people as individuals rather than as members of a group. The relationship between emotional intelligence and personalised consideration is seen in the characteristics of leaders who are grateful, empathetic, and attentive to the needs of others on an individual basis.

The results and findings of the research were in line with the findings of authors Rahim, Psenicka, Polychroniou, Dias, Rahman and Ferdausy (2006) as outlined in chapter two. The study investigated the relationship between emotional intelligence and transformational leadership, a cross-cultural study of United States, Greece, South Korea, and Bangladesh. In each of the nations it was supported that empathy was shown to be positively related to transformational leaders.

In the chapter that follows the findings are elaborated on and discussed in relation to the objectives.

Chapter Five

5. Conclusions and Recommendations

This chapter is the concluding chapter and includes the interpretation and explanation of the research that was based on the identified problem statement. The literature that exists does not adequately demonstrate the effect on the relationship of leaders specifically in the banking sector.

5.1 Introduction

Emotional intelligence (EI) has proven to be a significant element of effective and transformational leadership that enables the management of emotions amongst leaders and their teams and supports an environment that fosters a positivity and productivity (Dahir, 2025, p.114).

This chapter includes the interpretation and explanation of the research that was driven by the problem statement. It covers the findings based on the objectives raised and conclusions and recommendations made. The research was based on a sample of 37 leaders in the Cash and Self-service banking channel of Nedbank. The study was quantitative in nature and was limited to the following responses: fairly often; frequently, if not always; once in a while and sometimes. There was no opportunity for respondents to offer reasons for their answers.

There is a clear formation of a correlation between emotional intelligence and transformational intelligence derived from this study.

5.2 Summary of Key Findings

Below is the summary of the key findings based on the fieldwork that arose from the objectives set out in the study.

5.2.1 Objective One

This objective examined the leadership components, styles and theories and explored the 'how' and the 'why' people become leaders.

Findings

Literature: The literature has covered the content of leadership and its varying styles that have developed over time. There was a particular focus on the leadership theories that delved into the characteristics of leaders and aimed to identify and discuss the behaviours that can support people to improve their own leadership abilities in varying situations. The literature is supported by the broad range of factors used in the Multifactor Leadership Questionnaire (MLQ) that the different leadership types from passive leaders to leaders who give contingent

rewards to followers, to leaders who transform followers into becoming leaders themselves (Bajcar & Babiak, J, 2022, p.2).

Fieldwork: The Multifactor leadership questionnaire covered 36 items related to leadership styles and 9 to leadership outcomes for all 37 participants of the study. The questionnaire evaluated the transactional, transformational and laissez-faire leadership styles. Respondents seemed to understand the questions asked based on the selections and feedback assisted the researcher to better understand the leadership style they possess. (Bajcar & Babiak, 2022, p.4).

Conclusion: Based on the responses from leaders in the organisation with majority of the selections ranging between (fairly often and frequently, if not always) it is clear that most leaders understand and possess transformational qualities.

Recommendation: It is recommended that organisation conduct this assessment on leaders. This will enable them to identify leaders that require support and equip leaders that fall below the transformational threshold. On-going learning on leadership journeys that include a balance between the theoretical and practical are essential as transformational leadership becomes more relevant as we progress into a more digital and evolving time.

5.2.2 Objective Two

This objective sought to discover the different components of transformational leadership and the behavioural influence it could have on leaders.

Findings

Literature: The dimensions of transformational leadership are comprised of four factors (intellectual stimulation, individual consideration, idealised influence and inspirational motivation) that are closely related to transformational leadership. The dimensions in this style of leadership are associated with the ability to keep up with rapid developments whilst still managing to influence the behaviour of organisational leaders and assisting to improve their capabilities through encouragement, involvement in solving problems, empowerment and effective decision making. (Shrestha, 2020, p.112).

Fieldwork: The Multifactor leadership questionnaire was analysed to determine the transformational leadership components mean, standard deviation and reliability using the Cronbach's Alpha rule. The transformational leadership components were found to be within the high and better part of the reliability scale.

Transformational leaders are known to encourage, inspire and motivate followers to a level of performance creates significant change. Key

components in the MLQ's identified behaviours for transformational leadership were (Bajcar & Babiak, 2022, p.2).

Intellectual Stimulation: when a leader prompts the follower to address solutioning from different perspectives, be more creative and change old thinking and embrace new ideas for adoption (Shrestha, 2020, p.119).

Individualised Consideration: the ability of the leader to individualise actions with the followers so as to understand and harness individual strengths, connect to followers on a personal level, monitor individual participation, distribute equal parts of attention to the followers and to improve work engagement (Shrestha, 2020, p.119).

Idealised Influence (Charisma): when leaders use their charm and persuasiveness to influence, motivate, and empower the followers. This trait has the ability to inspire a deep feeling of commitment, and trust and intuitively drives followers to higher levels of performance (Shrestha, 2020, p.119).

Inspirational Motivation: where leaders were able to effectively communicate the mission, vision and organisational objectives to followers and demonstrate to the followers how integral their contributions are to the organisations growth and success (Shrestha, 2020, p.119).

Conclusion: This objective examined the leadership components, styles and theories and explored the 'how' and the 'why' people become leaders. The MLQ was an appropriate tool to measure the leadership behaviours. The theory holds that leaders possess some traits and characteristics can influence the follower's actions and behaviours (Koustelios, 2014, p.192). Whilst the MLQ covers the transformational, transactional and transformational leadership components the study mainly focuses on the transformational leadership factors as mentioned above.

Recommendation: It is recommended that the organisation pay close attention to the transformational components and after obtaining the leaders results from the assessments done make an effort to incorporate the transformational components into development teachings and master classes for leaders to review acceptable behaviours that will support their growth and development.

5.2.3 Objective Three

This objective was to determine the emotional intelligence characteristics.

Findings

Literature: Literature sources confirm that emotions are extremely important in the leadership context and thus relevant to support a better understanding of

others and to act or behave in relation to others. EI enables leaders to deal with interpersonal associations more prudently and empathetically. The foundation of EI in a leadership context is for leaders to ensure they have the ability to connect emotionally with followers (Barling *et al.* 2000, p.157). This supports leadership effectiveness.

Fieldwork: The components of EI were addressed in the emotional intelligence questionnaire and the tool sought to understand leaders emotional rationale as they perceived it. The correlation to the theory was done by means of statistical analysis that is covered in the study. Focus was placed on key attributes such as self-awareness, self-regulation (managing emotions), self-motivation (motivating oneself), empathy and social skills (Crawford *et al.*, 2020, p.121).

Conclusion: There is no doubt that the components listed above that form the foundation of emotional intelligence and are important and relevant. The literature has portrayed that leaders' with higher levels of EQ are as a result of increased levels of self-awareness and empathy.

Recommendation: The above components to be noted and understood by leaders that are wanting to be successful. When leaders' manage their emotions well, they instinctively gain the trust and confidence of their followers.

5.2.4 Objective Four

This objective sought to discuss the factors of EI and how they influence the transformational leadership.

Findings

Literature: The study involved the Emotional intelligence questionnaire (EIQ). The identified components were tested to determine the leaders emotional traits so as to understand areas of development and abilities to handle EI specific situations. Sources guided and confirmed that the inherent factors such as self-awareness, self-regulation, motivation, empathy, and social skills are all essential and critical in measuring and recording the influence these emotional factors have on managers.

Fieldwork: The Emotional intelligence questionnaire (EIQ), identified components that were tested to determine the leaders emotional traits so as to understand areas of development and abilities to handle EI specific situations.

The field study tested these factors utilising the Emotional Intelligence Questionnaire in order to investigate if there was a significant and positive correlation between leader's inherent emotional intelligence abilities and their transformational leadership style (Munir et al., 2023, p.333). Respondents overall agreed that there was a significant and positive correlation between ($p>.05$) between leader's inherent

emotional intelligence abilities and their transformational leadership style. The above results reviewed that leader's self-awareness as measured on the emotional intelligence scale directly impacted transformational leadership. The results recorded a standardised coefficient of .320 t-value 3.010 and p .007.

Conclusion: There is no doubt that the factors linked to the behaviours of EI presented above are important and crucial to achieving a more emotionally inept leader. The use of the EI behaviours directly impacted transformational leadership.

Recommendation: It is recommended that leaders that wish to be transformational leaders in an evolving organisational environment must consider the approach they will utilise to better understand the fundamental factors of EI. Organisations need to ensure there are sufficient measurement tools available for leaders to utilise to get these results.

5.3 Answering the Research Questions

The analysis conducted in Chapter 4, confirms the existence of the relationship between emotional intelligence and the transformational leadership style. The hypothesis of the study showed a distinct correlation between emotional intelligence and found it to be positively associated with transformational leadership.

In order to effectively explore the research questions a series of regression and correlations were performed using the data that was collected from the managers in the Nedbank organisation.

5.3.1 What is the relationship between a leader's inherent, emotional intelligence abilities and their transformational leadership style?

The emotional intelligence scale consisted of inherent factors that influence its relationship with transformational leadership style. The research question investigated by examining the Pearson correlation between pairs of total scores of inherent (Empathy=EM) factors of the Emotional Intelligence questionnaire and the MLQ5x-TL. Based on the Pearson Correlation Analysis that was conducted, if the results obtain a significant correlation of ($p < .05$), a positive correlation would be accepted. As observed, there was a statistically significant and moderate correlation between the two pairs ($r=.993$, $N=37$, $p < .001$), meaning that the correlation was weak in strength.

As a result, as the magnitude of emotional intelligence scores increased, there was a propensity for transformational leadership scores to rise.

5.3.2 What is the relationship between a leader's individual emotional intelligence abilities and their transformational leadership style?

The research question was investigated by testing the Spearman's rho correlation coefficient between pairs of total scores of individual factors (ME, MO & SS) factors of the Emotional Intelligence questionnaire and the MLQ5x-TL. After conducting the Spearman's rho correlation coefficient, the study results reviewed that there was a statistically significant and moderate correlation between TL and Individual factors variables. TL and ME (r=.998, N=37, $p < .001$), TL and MO (r=.995, N=37, $p < .001$) and TL and SS (r=.998, N=37, $p < .001$).

An increase in individual factors of emotional intelligence (EQ) is associated with an increase in transformational leadership scores, according to positive correlations found in the data.

observed a statistically significant relationship between TL, ME, MO and SS TL and ME [(r=.998, N=37, $p < .001$), TL and MO (r=.995, N=37, $p < .001$) and TL and SS (r=.998, N=37, $p < .001$)]. The 3 emotional intelligence scales were able to predict a linear relation with TL scores, resulting to $R^2 = 0.988$ and $R^2 = 0.981$.

5.3.3 What is the relationship between leader's behavioural, emotional intelligence abilities and their transformational leadership style?

The objective was to measure how the inherent factors of EI would affect the overall relationship between EI and TL. A Pearson Correlation between the scales was conducted. The correlation statistics were in the same range as other factors that were analysed. The study results reviewed that there was a statistically significant and moderate correlation between TL and behavioral factors variable. TL and SA (r=.994, N=37, $p < .001$). Observed a statistically significant relationship between TL and SS SA (r=.994, N=37, $p < .001$). The self-awareness scale was able to predict a linear relation with TL scores, resulting to $R^2 = 0.988$. The variability in the distribution of empathy scores accounted for about 98% of the variability in the distribution of total TL scores.

5.4 Findings based on the Literature

5.4.1 Reasons for Failure

Organisations fail when they lack the foresight to identify the leadership style that exist and implement the relevant practices and tools to ensure the leadership is primed for change in line with the objectives and culture of the organisation. An adequate identification and analysis is therefore required to ensure that the right approach is adopted using the guiding principles highlighted in the theory.

Another reason for failure to implement a more transformational leadership style is change. If the approach is required to work then everyone in the organisation is required to change the way they think.

5.4.2 Reasons for Success

Emotionally intelligent leaders are more likely to show behaviours linked to transformational leadership. Leaders that have the capability to understand the needs of the follower, have a greater probability that they can empathise more effectively which fosters better relationships.

EI assists in the development of a positive work culture which increases efficiency and productivity. It stimulates innovative and creative thinking that leads to growth of both the leaders and the organisation. Higher EQ raises self-awareness, self-motivation and empathy and this has a direct and positive link to relationship building, reduced stress and an improvement in morale and job satisfaction.

5.5 Conclusions Based on the Literature Review

The research conducted has highlighted characteristics of the relationship between emotional intelligence and transformational leadership skills.

Leadership must consider the emotional element of self-awareness. This assists a good leader to successfully coach teams, manage stress levels, provide fair and constructive feedback and collaborate with others. Transformational leadership embodies charisma and relates to the feeling of moods, and attitudes that acts as a catalyst to accelerate change in the organisation (Shrestha, 2020, p.112). The literature identifies the transformational leadership concepts in the four categories of Intellectual stimulation, Individualised consideration, Idealised influence (Charisma) and Inspirational motivation.

(Bradberry & Greaves, 2009, p.5) deduced that emotional intelligence is rooted in elements of human behaviour and is distinctly separate from intellectual ability. They go on to further articulate that these set of skills can through practice be acquired and improved on (p.19). The literature identifies the critical characteristics of emotional intelligence to be self-awareness, self-regulation, self-motivation, empathy and social skills. The study of emotional intelligence and its relative linkage to the discipline of leadership debate not only the corroboration of the evidence around the predictive power of emotional intelligence for workplace results, but also tests the validity of the construct, its measurement capability and the value of emotional intelligence (Dasborough *et al.,* 2022, p.2).

Emotional Intelligence has many behavioural variables that supports transformational leadership such as dealing with the negative effects of work stress, creating an environment where one can thrive and increasing optimism at all levels. The research indicates that the emotional intelligence quotient can be identified, and the transformational leadership style can be taught. Training courses held by qualified specialists can increase awareness and allow such ideals to manifest. The unravelling and use of the components of increased emotional intelligence allows leaders to lead from the front and guides the way to a significant improvement in performance and the ability to confront challenges directly which will result in a more homogenous team and a strong competitive advantage.

The exploration of the constructs emotional intelligence and transformational intelligence frame this study. Organisations need leaders to ensure they understand emotional intelligence

and adapt the strategies to ensure that they enhance the effectiveness of their leadership style. Leaders can improve their emotional intelligence skills by attempting the following:

Become proficient in the four emotional intelligence factors

Nurture and strengthen relationships and ensure personal identity is maintained

Continually enhance and practice communication skills

The results indicate that emotional intelligence is an important mechanism that that builds and supports transformational leaders to develop well-built, effective and high performing teams.

Empirical evidence supports the assumption that emotional intelligence and transformational leadership are related and substantiates the positive effect of this leadership style on performance.

5.6 Concluding Remarks Based on the Fieldwork

The banking industry is an integral component of the economy. Investigations concluded by (Belias & Koustelios, 2014, p.187) cover pertinent aspects organisational culture and job satisfaction relative to leadership style in the banking sector. The longevity of any organisation is hinged on the performance of that organisation. In order to maintain cohesion of the performance, job satisfaction and commitment of employees it is critical hence the need to focus on the organisation's leadership style (Wilderom *et al.,* 2004, p.574).

There has been a need for organisations to continually change in order to gain or maintain their competitive advantage. The Fourth Industrial Revolution (4IR) has exasperated that speed of change and brought with it a renewed view and focus on digitisation. It is now more than ever that organisations create an adaptive workforce that allows leaders to connect emotionally with employees and ensure that the improve relationships which will ultimately have a positive spin off on employee engagements and satisfactions, effective systems and processes and the customer focus. Transformational leadership is an important factor in promoting and managing these.

According to (Chatterjee & Kulkli, 2015, p.292) they view emotional intelligence as a pivotal component to effective and efficient leadership. Similarly, (Goleman, 1998, p.94) and (Druskat & Wolff, 2001, p.81) have said that effective leaders are known to potentially possess a higher degree of emotional intelligence and that executives have accepted the notion that Emotional Intelligence (EIQ) is perceived to be just as critical to a leader's degree of effectiveness as Intelligent Quotient (IQ).

Various regression and correlations were performed as part of the main objective to test the relationship between emotional intelligence and transformational leadership style. The empirical work on the study was driven by the purpose to investigate emotional intelligence and its relationship to transformational leadership effectiveness. Leading on from the literature review, the objectives listed above were discussed based on the relationships between the variables and were then tested.

5.7 Limitations

1. Research was conducted in the Cash and Self-Service Banking division of Nedbank only. The sample did not include leaders from other business units within the bank.

Influence on the study's result: The results can be deemed as not confidently generalised due to a small population count and sample frame taken from only one business unit within the bank.

Suggestion for future research: given the large number of leaders with the Nedbank group it would be beneficial to extend the research into more clusters within the bank. A larger sample is more likely to reduce sampling errors, can improve generalisability and has the ability to represent the diversity of the target population which can lead to a broader application of findings.

2. The data was collected through a questionnaire survey. The surveys administered targeted leaders to perform self-ratings.

Influence on the study's result: Leaders may have been cautious or acted conservatively when providing answers to the study questions.

Suggestion for future research: A mixed methods approach could be adopted that includes a qualitative study. This could include alternative data collection by means of focus groups and interviews. It is possible that focus groups and interviews can provide deeper insights into human behaviour and attitudes.

3. The reliance on self-reported data from leaders about their own leadership and emotional intelligence can impair the study.

Influence on the study's result: This could lead to self-reporting biases within the study.

Suggestion for future research: This can be addressed by pilot testing the survey to identify potential issues and adjust these before starting the study. In addition, the researcher can use multiple methods to collect data. A key consideration that could have been overlooked would be to include the employees evaluation of leadership in respect of emotional intelligence and how transformative the leaders who possess this trait are.

5.8 Recommendations to Increase Transformational Leaders

Leadership training on how to identify, engage and enhance employees with genuine emotional connections that stimulates creativity, openness, and efficiency and will positively impact the staff's morale and learning and development opportunities and ultimately create a more emotionally influenced talent pipeline and positively shape the banks culture.

This can also be tailored and rolled out to all tiers of employees so that they can be equipped to better handle their emotions and deal with situations that could impact personal engagements, stresses in the work and personal environment, enhanced productivity and increased positivity and performance levels.

The Idealised influence philosophy of transformational leadership believes that unless the leader practices what he preaches, he won't be able to influence the followers. This works on the principle that actions speak louder than words. Simply put leaders need to walk the talk. When subordinates see this change, they will be more open to the concept.

Conduct specialised training courses and mandatory workshops for managers to establish their leadership skills in change and transformational leadership.

Leaders to develop and nurture the leadership skills and characteristics required.

Providing a supportive environment for leaders to practice transformational leadership.

Foster an environment of creativity and empowerment where leaders appreciate the attempts of employees and continue to inspire and allow them the freedom to be able to offer new solutions to current problems.

Measure the level of job satisfaction and morale by means of a subordinate review of the leader and their emotional intelligence quotient.

Transformational leadership skills can be generated by means of established teaching-learning processes that can positively improve an organisations performance.

Human Resource Development departments can align their strategic training plans to incorporate the elements and concepts of emotional intelligence into training and development plans for talent progression.

The inclusion of Emotional Intelligence learnings and curriculums rolled out to employees will enable an environment of awareness, motivation, empathy, and social skills that will enable a more rounded employee that can deal with multiple challenges and emotions and will lead to a work culture of shared leadership.

Conduct specialised training courses and mandatory workshops for managers to establish their leadership skills in change and transformational leadership.

Leaders to develop and nurture the leadership skills and characteristics required.

Providing a supportive environment for leaders to practice transformational leadership.

Foster an environment of creativity and empowerment where leaders appreciate the attempts of employees and continue to inspire and allow them the freedom to be able to offer new solutions to current problems.

Measure the level of job satisfaction and morale by means of a subordinate review of the leader and their emotional intelligence quotient.

Transformational leadership skills can be generated by means of established teaching-learning processes that can positively improve an organisations performance.

5.9 Suggestions for Further Research

It is suggested that for any future empirical study that will be conducted to include a more diverse range of managers that extend beyond the Self-Service Banking channel but still within the Nedbank business.

It is suggested that future research should also include a subordinates rater questionnaire of the multifactor leadership questionnaire so that subordinates can also rate the manager's transformational leadership behaviour. (Dasborough *et al.,* 2021, p.112) reports that more research should be pursued on emotional intelligence in followers and the effect it has on leadership practices.

To obtain a more holistic view of the banking industry it could be suggested that several independent, yet comparable organisations be included in the research study so that the research can become more representative of a wider population from different leaders in different banking institutions.

There could be merit in conducting further research that include interviews of the respondents as this can stimulate more open-ended questioning and direct feedback being received.

5.10 Final Concluding Statement

Emotional intelligence is a complex phenomenon that has many layers and nuances that were investigated and interpreted. The notion that emotions of individuals need to be managed at an organisational level was frowned upon as organisations believed that employed to perform tasks and were measured on the outputs. Delving into the research conducted it is demonstrated that it is not as simple as that. Each individual has a unique make up and feelings and emotions cannot be just switched off when employees enter the workplace.

There are a number of theories that exist to assist a better understanding of leadership. (Chatterjee & Kulakli, 2015, p.294) state that both feelings and moods demonstrate the ability to influence individuals' beliefs and convictions, how they perceive success or failure and the difference in how they apply both inductive and deductive reasoning. It can thus be purported that feelings are highly instrumental in the leadership role. To be consciously aware, manage emotions of both oneself and the employees and display a responsive and intended degree of empathy is all emotional intelligence characteristics that are needed to facilitate a higher level of reasoning and apply it intelligently when required.

It has been demonstrated in the study that transformational leaders are successful leaders as they craft relationships with employees that are centred around emotional connections that has shown the potential to stimulate followers to push beyond expectations, support the objectives of the organisation and deliver high performance successes and results.

This study delved into many of the influential aspects that emotional intelligence has had on leadership styles. The standard outcomes of the data analysis and evaluation imply that an individual's emotional intelligence might also be a key determinant of powerful and effective leadership. It was established that the managers who maintain a higher degree of self-awareness were correlated to a positive leadership behaviour than those who were not self-aware.

The existing body of research together with the insights drawn from this study is indicative of the positive relationship between emotional intelligence and transformational leadership. A significant benefit can be seen in the employee motivation that drives a more enhanced level of performance and overall job satisfaction.

The studies conducted both in the Nedbank business as well as research gathered indicate that emotional intelligence is a key determinant in quality leadership. Leaders who display higher transformational leadership abilities benefit by building trust, boosting motivation and making the work environment a great place to work. Leaders who recognise the emotional needs of their subordinates create a psychological safe workspace for them to thrive in.

The research hypotheses in this study was related to the relationship between the emotional intelligence of managers and how it influences transformational leadership. The hypothesis testing was closely linked to the objectives set out in the study.

The research study, both primary and secondary show a strong correlation between emotional intelligence and transformational leadership and clearly supports the view that transformational leadership influences job satisfaction and commitment.

According to (Ghuzayyil, 2021, p.4), various studies that were performed on transformational leadership show a positive correlation between the leadership style and organisational outcomes. In conclusion the various studies completed thus far together with this study in the bank validate and emphasise the effectiveness of emotional intelligence on leadership and the overall impact and benefit on performance levels. It is imperative that this is always adopted with an open mind and understood by the Human Resource Development practitioners as this study does have statistical validations that support how emotional intelligence elevates and advances the leader to become more transformational thus having the ability to enhance the strategic capabilities of the organisation.

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Appendices

Ethical Clearance

Informed Consent Form

Gatekeeper Letter

Demographic Information Survey

Questionnaires

Ethical Clearance

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

19 September 2019

Mr Heirwin Odayan (213569639)
School of Management, IT & Governance
Pietermaritzburg Campus

Dear Mr Odayan,

Protocol reference number: HSS/2090/018M
Project title: The relationship between Emotional Intelligence and Transformational Leadership at Nedbank

Approval Notification – Expedited Application

In response to your application received on 13 November 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 1 year from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

[redacted]

.....
Dr Rosemary Sibanda (Chair)

/ms

Cc Supervisor: Mr Alec Bozas
cc Academic Leader Research: Professor Isabel Martins
cc School Administrator: Ms Jessica Chetty

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
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Informed Consent Form

INFORMED CONSENT FORM

Project Title: The Relationship between Emotional Intelligence and Transformational Leadership at Nedbank

Principal Investigator: Heirwin Odayan, Masters candidate, Management studies, University of Kwa-Zulu Natal, Pietermaritzburg

You are being invited to consider participating in a study that involves research into the ***Relationship between Emotional Intelligence and Transformational Leadership at Nedbank.***

Purpose: The purpose of the study is to investigate the relationship between Emotional Intelligence and Transformational Leadership of managers. This study aims to gather more information and data on emotional intelligence and its potential association to more effective leadership.

It will further seek to determine if a quantifiable benefit can be derived from the relationship if one does exist and if so, will it enable managers to become better leaders if their EQ is enhanced or developed as an organizational objective.

The intention of the study to be conducted in the bank is that no research exists within the Nedbank banking sector, specifically the Cash & Self-Service Banking division. This study will attempt to fill that research gap to determine if and to what extent there is a relationship between leaderships' emotional intelligence and its suggested impact that could possibly lead to a more effective and transformational leadership team.

Selection: You have been selected to participate in the study because you are currently a manager with staff reporting directly into yourself.

Participation: Participation is voluntary. If you agree to participate then you will need to complete two online surveys. These surveys are the Multifactor Leadership Questionnaire and the Emotional Intelligence Questionnaire. They will take at least 15-20 minutes to complete the surveys generated. The surveys consist of only choice selections and no free text questions.

Confidentiality: Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study. The data retrieved from the study will be kept confidential and only reported in the analysis with no link to you as the respondent.

Data Collection: There will be no monetary gain from participating in the study. All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

Benefit: It is the intention and belief that the study will benefit both academia, by expanding on the body of knowledge as well as the organisation, if it can be demonstrated that a symbiotic relationship between emotional intelligence and transformational leadership can offer a fortified competitive advantage for the organisation when understood and administered well.

Rights of the Participant: As mentioned the decision to participate is voluntary and you have the right to withdraw from the study at any time with no negative consequences. The completion and submission of the survey will indicate your intention and decision to participate.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (Approval number: HSS/2090/018M)

In the event of any problems/concerns or questions you may contact the researcher at heirwino@nedbank.co.za and [redacted] or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban 4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

I thank you in advance for your time and support in my academic journey.

To continue to the survey, please click on the link below. By accessing the links in response, you are giving consent to participate in the study and understand that this is voluntary.

https://forms.office.com/r/fV6DDjRc7Y (Demographic Information Survey)

https://forms.office.com/r/y2QwMa64AR (Multifactor Leadership)

https://forms.office.com/r/FXJPsEEZCv (Emotional Intelligence Questionnaire)

Regards
Heirwin Odayan
213569639

Gatekeeper Letter

AGREEMENT TO USE NEDBANK INFORMATION (IP) FOR FURTHER STUDIES

STUDENT INFORMATION

Staff member ☑ Non-staff member ○

Name and Surname: HEIRWIN ODAYAN

Company (if not Nedbank): -

Contact details (if not Nedbank): -

Staff number: [redacted] Cluster: SELF SERVICE BANKING

Envisaged topic:

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TRANSFORMATIONAL LEADERSHIP AT NEDBANK

IP/Information requirements:

1. MULTIFACTOR LEADERSHIP QUESTIONNAIRE. IDENTIFIES THE CHARACTERISTICS OF A TRANSFORMATIONAL LEADER AND HELPS INDIVIDUALS DISCOVER HOW THEY MEASURE UP IN THEIR OWN EYES & IN THE EYES OF THOSE WITH WHOM THEY WORK
2 EMOTIONAL INTELLIGENCE QUESTIONNAIRE: AN ASSESSMENT THAT MEASURES ONE'S NEDBANK ABILITY TO RECOGNISE, UNDERSTAND AND MANAGE ONE'S EMOTIONS.

IP requirements approved: Yes ☑ No ○

Recommended Data Owners: SSB

Additional comments:

Can I have the opportunity to review the questionnaire prior to distribution

[redacted]
Managing Executive

[redacted]
HR Executive

INSTITUTION

I, HEIRWIN ODAYAN, representing THE UNIVERSITY OF KWA ZULU NATAL (institution) hereby agree to the above and agree that the IP in the final thesis/dissertation belongs to Nedbank Ltd

[redacted]
Signature:

16/08/2018
Date:

Demographic Information Survey

DEMOGRAPHIC INFORMATION SURVEY

Years in current position:

- 1-5 years
- 5-10 years
- 10-15 years
- 15-20 years
- Longer than 20 years

Gender:

Male

Female

Age:

Under 30

30-45

46-60

Ethnicity:

African

Asian

Coloured

White

Other

Education:

Matric

Bachelor's Degree

Master's Degree

Doctoral Degree

Questionnaires

MULTIFACTOR LEADERSHIP QUESTIONNAIRE

This questionnaire is designed to test your leadership style as you would perceive it. There are in total forty-five descriptive statements listed for you to answer from the five options ranging from Not at all to Frequently, if not always. The word "others" may refer to your direct reports, peers, managers and/or all these individuals.

Selection options:

- Not at all
- Once in a while
- Sometimes
- Fairly Often
- Frequently, if not always

I provide others with assistance in exchange for their efforts

I re-examine critical assumptions to question whether they are appropriate

I fail to interfere until problems become serious

I focus attention on irregularities, mistakes, exceptions, and deviations from standards

I avoid getting involved when important issues arise

I talk about my most important values and beliefs

I am absent when needed

I seek differing perspectives when solving problems

I talk optimistically about the future

I instil pride in others for being associated with me

I discuss in specific terms who is responsible for achieving performance targets

I wait for things to go wrong before taking action

I talk enthusiastically about what needs to be accomplished

I specify the importance of having a strong sense of purpose

I spend time teaching and coaching

I make clear what one can expect to receive when performance goals are achieved

I show that I am a firm believer in "if it isn't broke, don't fix it"

I go beyond self-interest for the good of the group

I treat others as individuals rather than just as a member of a group

I demonstrate that problems must become chronic before I take action

I act in ways that build others' respect for me

I concentrate my full attention on dealing with mistakes, complaints, and failures

I consider the moral and ethical consequences of decisions

I keep track of all mistakes

I display a sense of power and confidence

I articulate a compelling vision of the future

I direct my attention towards failures to meet standards

I avoid making decisions

I consider an individual as having different needs, abilities, and aspirations from others

I get others to look at problems from many different angles

I help others to develop their strengths

I suggest new ways of looking at how to complete assignments

I delay responding to urgent questions

I emphasise the importance of having a collective sense of mission

I express satisfaction when others meet expectations

I express confidence that goals will be achieved

I am effective in meeting others' job-related needs

I use methods of leadership that are satisfying

I get others to do more than they expected to do

I am effective in representing others to higher authority

I work with others in a satisfactory way

I heighten others' desire to succeed

I am effective in meeting organisational requirements

I increase others' willingness to try harder

I lead a group that is effective

EMOTIONAL INTELLIGENCE QUESTIONNAIRE

This questionnaire is designed to describe your emotional intelligence as you would perceive it. There are in total fifty descriptive statements listed for you to answer from the five options ranging from Not at all to Frequently, if not always. Please judge how frequently each statement fits you.

Selection options:

Not at all

Once in a while

Sometimes

Fairly Often

Frequently, if not always

I realise immediately when I lose my temper

I can "reframe" bad situations quickly

I am able to always motivate myself to do difficult tasks

I am always able to see things from the other person's viewpoint

I am an excellent listener

I know when I am happy

I do not wear my "heart on my sleeve"

I am usually able to prioritise important activities at work and get on with them

I am excellent at empathising with someone else's problem

I never interrupt other people's conversations

I usually recognise when I am stressed

Others can rarely tell what kind of mood I am in

I always meet deadlines

I can tell when someone is not happy with me

I am good at adopting and mixing with a variety of people

When I am being "emotional" I am aware of this

I rarely "fly off the handle" at other people

I never waste time

I can tell if a team of people are not getting along with each other

People are the most interesting thing in life for me

When I feel anxious I can usually account for he reason(s)

Difficult people do not annoy me

I do not speak/act in an evasive way

I usually understand why people are being difficult towards me

I love to meet new people and get to know what makes them "tick"

I always know when I am being unreasonable

I can consciously alter my frame of mind or mood

I believe you should do the difficult things first

Other individuals are not "difficult" just "different"

I need a variety of work colleagues to make my job interesting

Awareness of my own emotions is very important to me at all times

I do not let stressful situations or people affect me once I have left work

Delayed gratification is a virtue that I hold to

I can understand if I am being unreasonable

I like to ask questions to find out what is important to people

I can tell if someone has upset or annoyed me

I rarely worry about work or life in general

I believe in "action this day"

I can understand why my actions sometimes offend others

I see working with difficult people as simply a challenge to win them over

I can let anger "go" quickly so that it no longer affects me

I can supress my emotions when I need to

I can always motivate myself even when I feel low

I can sometimes see things from others' point of view

I am good at reconciling differences with other people

I know what makes me happy

Others do not know how I am feeling about things

Motivations have been the key to my success

Reasons for disagreements are always clear to me

I generally build solid relationships with those I work with