



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Factor-Based Study Of Leadership Emotional Intelligence And Staff Motivation

¹Dr Radhika Visalam Krishnamoorthy

¹Associate Professor of Psychology,

¹School of Humanities and Social Sciences,

¹Sharda University, Greater Noida, India

Abstract: This study explores the influence of various dimensions of Emotional Intelligence (EI) among school leaders—specifically their empathy, ability to manage relationships, and commitment—on the work motivation of teachers, and ultimately on student performance. Unlike most prior research, which has predominantly focused on students and teachers, this work examines the pivotal role of school leadership within India's education system, where intrinsic motivators are especially critical. Our findings indicate that EI is a significant predictor of staff motivation, with commitment emerging as the most influential factor. These results underscore that emotionally intelligent leadership not only fosters a supportive work environment but also enhances the transmission of intellectual and moral values to future generations. Recent studies by Miao et al. (2017) and Carmeli et al. (2009) further validate these conclusions, highlighting the transformative impact of emotionally intelligent leadership on organizational performance. In light of these insights, we urge educational policymakers to prioritize EI training for school leaders, as their role is central to the advancement of society.

Index Terms - Emotional intelligence, leadership, teacher motivation, school principals, intrinsic motivation, education, managing relationships, empathy, leadership psychology, commitment.

Introduction

This paper seeks to fill a notable void by linking a school leaders' emotional intelligence (EI) to teachers' performance and generally the institutional performance by employing a factor based approach to studying the interplay of various aspects of EI. This paper seeks to fill such a void by contending that school leadership is primarily important as compared to students and teachers, which has been the focus of most studies in this domain..

The Indian educational market differs from many countries in that teaching is often relatively underpaid compared to other sectors like manufacturing, thus teachers rely heavily on intrinsic motivation, and therefore, school leaders need to enhance those motivation factors through reasoning. EI, which is the ability to perceive, express, understand, and control emotions (Mayer, Salovey & Caruso, 2000), emerges as an essential requirement here. These days, school principals, who were originally seen as instructional leaders, have a need to be more humane and serve as the foremost defenders against teacher burnout. With Emotional Intelligence, they are able to build the structures needed for effective institutional and instructional culture for learning.

Ancient educational traditions as well as modern day psychology and traditions, are essential to the role of a school leader. Attributed to Samarth Ramdas Swami in the 17th century, Manache Shlok provides guidance on the following key principles:

मना श्रेष्ठ धारिष्ठ जीवी धरावे ।
मना बोलणे नीच सोशीत जावे ॥
स्वये सर्वदा नम्र वाचे वदावे ।
मना सर्व लोकांसि रे नीववावे ॥

"O mind, hold on to great courage in your heart. Endure insults with patience and do not react in anger or frustration. Always speak humbly with others, using words that bring peace and happiness. Strive to bring joy and humility to all those you meet."

Educational institutions, while often focused on intellectual growth, are fundamentally human-intensive environments, involving students, parents, teachers, and administrators—each with unique personalities and motivations. This study investigates how emotionally intelligent leaders can elevate teacher motivation and create supportive environments that foster better teacher performance and improved student outcomes, creating a ripple effect throughout the educational system.

I.NEED AND SIGNIFICANCE OF THE STUDY

The present research is an extension of the work by Liden and Mitchell (1989) on the social exchanges between a supervisor and a subordinate with respect to the impact that the emotional intelligence (EI) of institutional leaders exerts on staff motivation on the educational systems. EI facilitates leaders' ability to regulate emotions and thus enhance a nourished work environment (Goleman, 1995). With regard to India, where many teachers are lacking in the external motivators of, for instance, high pays, which are rarely found, the motivation of teachers can be obtained and maintained through the use of emotionally intelligent leadership. For instance, Bradberry & Greaves (2009) note that high emotional intelligence leaders strengthen team morale and improve performance. This study intends to assess these relationships using a factor approach in order to address the problem of leadership development in education.

II. RESEARCH METHODOLOGY

In our study, we carefully set out to explore the intriguing links between various facets of emotional intelligence and the work motivation among school staff. We began by defining our research objectives with clarity, each accompanied by a null hypothesis stating that there is no significant relationship between a specific EI factor and staff motivation. For this purpose, we used the well-established Emotional Intelligence Scale by Hyde, Pethe, and Dhar (2005) and the Work Motivation Questionnaire by Agarwal (2006); these instruments are highly regarded and ensure that each EI component, such as empathy, managing relations, and commitment, is well captured. Our sampling method was practical and thoughtful; we employed a cluster sampling technique to randomly select a group of schools from both urban and rural areas in the Moga District of Punjab. In each of the 25 selected schools, we chose five permanent teachers from classes XI and XII—each with more than two years of teaching experience—as well as the school principal. The data collection process was carried out with due respect and courtesy; permissions were obtained from the school heads, and the tests were administered at mutually convenient times. Finally, for our analysis, we included all 50 principals and randomly selected 100 teachers from our original sample, ensuring that our study was both comprehensive and representative. This careful approach has allowed us to gain valuable insights into the dynamic interplay between emotional intelligence and staff motivation.

III. DATA ANALYSIS

In our study, we began by exploring the descriptive properties of our variables. The distributions for empathy, managing relations, and overall emotional intelligence, as well as work motivation, were largely normal; the only exception was the commitment variable. Notably, work motivation had the highest mean at 120.23. We then applied several statistical techniques—t-test, ANOVA, and correlation analysis—to unravel the relationship between the dimensions of emotional intelligence (EI) and the work motivation of staff.

Regression Analysis for Empathy

Table 1 presents the regression analysis where empathy is used to predict work motivation. The Model Summary indicates that the correlation coefficient R is 0.545, with an R^2 of 0.297 (adjusted $R^2 = 0.266$) and a standard error of 9.43095. This means that about 29.7% of the variance in work motivation is explained by empathy.

4.1 Results of Descriptive Statics of Study Variables : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.545	0.297	0.266	9.43095

The ANOVA results in Table 1A support the model fit, with a significant F-value of 9.695 ($p = .005$). Table 1B shows that the unstandardized coefficient for empathy ($B = 3.368$, Std. Error = 1.082) is statistically significant ($t = 3.114$, $p = .005$) with a 95% confidence interval from 1.131 to 5.606. Thus, an increase in empathy corresponds to a significant increase in work motivation, leading us to reject the null hypothesis for empathy.

Table 4.1 A: ANOVA for Empathy Regression Model

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

Table 4.1 B: Coefficients for Empathy Regression Model

Model	Unstandardized Coefficients	Standardized Coefficients	T-value	p-value	95.0% C.I. for B
	B	Std. Error	Beta		
1	53.926	20.856	–	2.586	.017
	Empathy: 3.368	1.082	0.545	3.114	.005

Regression Analysis for Managing Relations

Next, we examined how the managing relations factor predicts work motivation. Table 2 summarizes this analysis: R is 0.5, with R^2 of 0.250 (adjusted $R^2 = 0.218$) and a standard error of 9.73500. The ANOVA table (Table 2A) yields an F-value of 7.685 ($p = .011$), while the coefficients table (Table 2B) shows a statistically significant B1 of 3.231 ($t = 2.772$, $p = .011$) with a confidence interval between 0.82 and 5.64. This confirms that managing relations significantly influences work motivation, leading to the rejection of the corresponding null hypothesis.

Table 4.2: Regression between Managing Relations Factor and Work Motivation: Model Summary

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

Table 4.2 A: ANOVA for Managing Relations Regression Model

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

Table 4.2 B: Coefficients for Managing Relations Regression Model

Model	Unstandardized Coefficients	Standardized Coefficients	t-value	p-value	95.0% C.I. for B
	B	Std. Error	Beta		
1	64.835	19.492	–	3.326	0.003
	Managing Relations: 3.231	1.166	0.500	2.772	0.011

Regression Analysis for Commitment

For the commitment factor, Table 3 shows a stronger relationship with work motivation, where R is 0.672 and R^2 is 0.451 (adjusted $R^2 = 0.427$) with a standard error of 8.331. The ANOVA results (Table 3A) display a highly significant F-value of 18.903 ($p = .0001$). The coefficients (Table 3B) indicate that the unstandardized coefficient for commitment is 2.45 ($t = 2.753$, $p = .022$) with a 95% confidence interval from 0.436 to 4.453. This robust model fit leads us to reject the null hypothesis related to commitment.

Table 4.3: Regression between Commitment Factor and Work Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.672	0.451	0.427	8.331

Table 4.3 A: ANOVA for Commitment Regression Model

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

Table 4.3 B: Coefficients for Commitment Regression Model

Model	Unstandardized Coefficients	Standardized Coefficients	T-value	p-value	95.0% C.I. for B
	B	Std. Error	Beta		
1	11.33	40.27	–	0.281	.785
	Commitment: 2.45	0.888	0.676	2.753	.022

Overall Emotional Intelligence and Work Motivation

Finally, when considering overall emotional intelligence, Table 4 reveals an even stronger model. The Model Summary indicates R is 0.779, R^2 is 0.607 (adjusted $R^2 = 0.590$), and the standard error is 7.04526. The ANOVA table (Table 4A) confirms the model fit with an F-value of 35.59 ($p = .0001$). Table 4B shows that the coefficient for overall EI is 2.572 ($t = 5.965$, $p = .0001$) with a 95% confidence interval ranging from 1.680 to 3.464. Additionally, the correlation matrix in Table 4C highlights significant positive correlations between the individual EI dimensions and work motivation, with overall EI correlating at $r = 0.779$.

Table 4.4: Co-relationship between Emotional Intelligence and Overall Work Motivation of Staff

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.779	0.607	0.590	7.04526

Table 4.4 A: ANOVA for Overall EI Regression Model

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

Table 4.4 B: Coefficients for Overall EI Regression Model

Model	Unstandardized Coefficients	Standardized Coefficients	T-value	p-value	95.0% C.I. for B
	B	Std. Error	Beta		
1	4.716	19.142	–	0.246	.808
	Emotional Intelligence: 2.572	0.431	0.779	5.965	.0001

Table 4.4 C: Correlations among Variables

Variables	Empathy	Managing Relations	Commitment	Emotional Intelligence	Work Motivation
Empathy	-	0.176	0.461	0.783	0.545
Managing Relations	-	-	0.189	0.671	0.500
Commitment	-	-	-	0.690	0.672
Emotional Intelligence	-	-	-	-	0.779

V. FINDINGS AND CONCLUSIONS

Overall, the analyses robustly confirm that emotional intelligence significantly predicts work motivation. In each regression model, the key dimensions—empathy, managing relations, and commitment—along with the overall EI score, exhibited significant effects on work motivation. For example, in the empathy model, an increase of one unit in empathy is associated with a 3.368 unit increase in work motivation. Similarly, in the overall EI model, each unit increase in EI results in a 2.572 unit increase in work motivation. The strong correlations among the variables further affirm that as leaders become more emotionally intelligent, their ability to motivate staff improves.

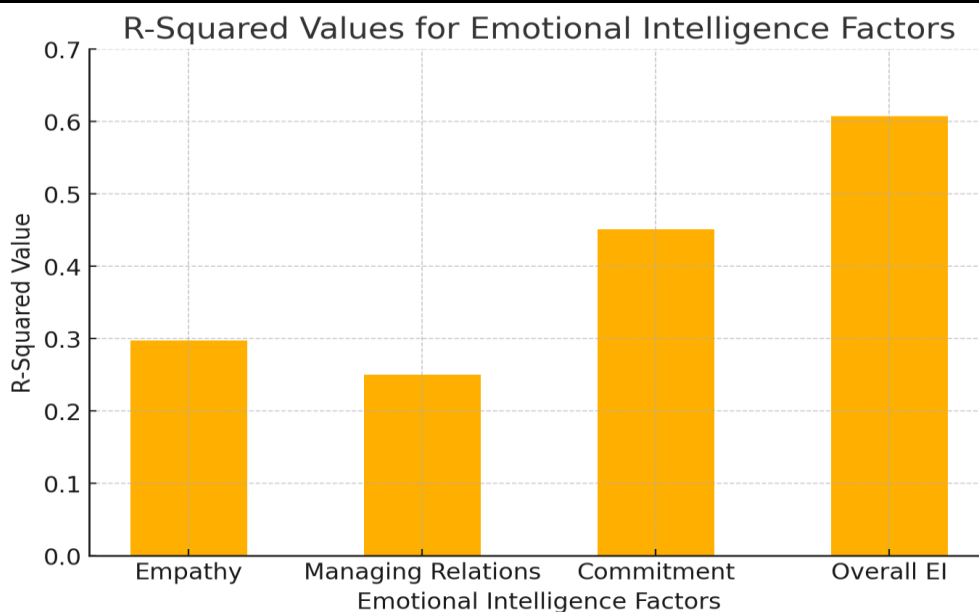


Fig.1

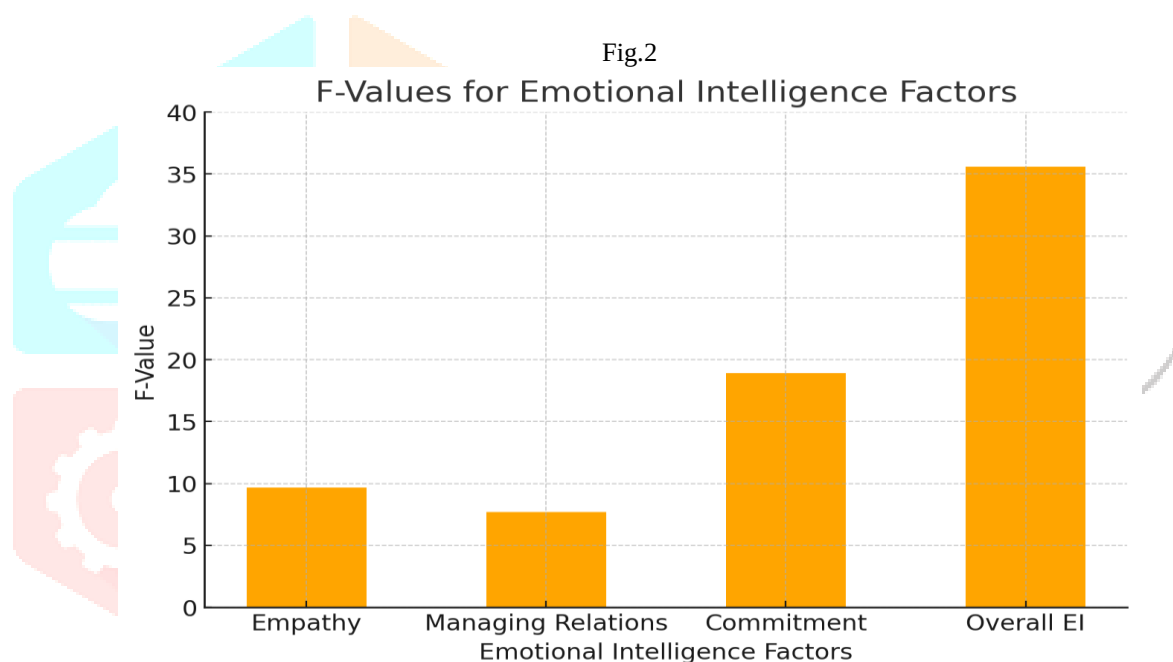


Fig.2

These findings lead us to reject the respective null hypotheses. In conclusion, our research confirms that traits such as empathy, relationship management, and commitment are critical for fostering a motivated workforce. As supported by the literature (Stone, Parker, & Wood, 2005; Moore, 2007; Khan, 2012; Giardini & Frese, 2008), this study underscores the importance of selecting and training school principals with high emotional intelligence to enhance staff motivation and ultimately, improve the educational environment.

V. SUGGESTIONS FOR FUTURE RESEARCH

In future studies, it would be worthwhile to explore these relationships at the college level, where faculty and administrative dynamics could reveal new insights into how emotional intelligence influences motivation. Additionally, comparing different school types—government, private, and aided—across diverse geographical areas can help us understand regional nuances. A mixed-population sample, including urban and rural schools, would further enrich our understanding, as would a comparative study of schools in various districts. This multi-faceted approach could offer a broader perspective on the role of emotional intelligence in educational leadership, ultimately guiding more tailored and effective leadership training programs.

REFERENCES

- [1] K. G. Agarwal, "Manual of work motivation questionnaire," Agra: National Psychological Corporation, 2006.
- [2] K. Ahmad, "Leadership and work motivation from the cross-cultural perspective," *Int. J. of Commerce and Management*, vol. 19, no. 1, pp. 72–84, 2009.
- [3] N. M. Ashkanasy and C. S. Daus, "Emotion in the workplace: The new challenge for managers," *Acad. Manage. Perspect.*, vol. 16, no. 1, pp. 76–86, 2002.
- [4] W. W. Bailey, "Differences in leadership attributes and skills perceived valuable by principals and assistant principals in twelve school districts in one South Eastern Pennsylvania county," Ph.D. dissertation, Wilmington College, Wilmington, OH, 2007. (Retrieved from OCLC World Cat database, OCLC No.: 253555962).
- [5] R. Bar-On, "The Bar-On model of emotional-social intelligence (ESI)," *Psicothema*, vol. 18, pp. 13–25, 2006.
- [6] T. Bradberry and J. Greaves, *Emotional Intelligence 2.0*. TalentSmart, 2009. ISBN:978-0974320625.
- [7] M. Buble, A. Juras, and I. Matić, "The relationship between managers' leadership styles and motivation," *Management*, vol. 19, no. 1, pp. 161–193, 2014.
- [8] C. Bulach, "The influence of the principal's leadership style on school climate and student achievement," presented at the Annu. Meeting of the Am. Educ. Res. Assoc., New Orleans, LA, Apr. 1994. (Online: <https://files.eric.ed.gov/fulltext/ED374506.pdf>, accessed Sept. 13, 2018).
- [9] L. Cassar and S. Meier, "Nonmonetary incentives and the implications of work as a source of meaning," *J. Econ. Perspect.*, vol. 32, no. 3, pp. 215–238, 2018.
- [10] A. Carmeli, S. Yitzhaki, and J. Weisberg, "The relationship between emotional intelligence and work attitudes, behavior, and outcomes: An examination among Israeli managers," *J. Manag. Psychol.*, vol. 24, no. 3/4, pp. 270–285, 2009. <https://doi.org/10.1108/02683940910938320>
- [11] C. Cherniss and D. Goleman, *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. Jossey-Bass, 2001. ISBN:978-0787956905.
- [12] S. Cote and C. T. Miners, "Emotional intelligence, cognitive intelligence, and job performance," *Admin. Sci. Q.*, vol. 51, no. 1, pp. 1–28, 2006.
- [13] E. Curtis and R. O'Connell, "Essential leadership skills for motivating and developing staff," *Nurs. Manag.*, vol. 18, no. 5, pp. 32–35, 2011.
- [14] J. Davis and S. M. Wilson, "Principals' efforts to empower teachers: Effects on teacher motivation and job satisfaction and stress," *The Clearing House*, vol. 73, no. 6, pp. 349–353, 2000.
- [15] A. L. Day and S. A. Carroll, "Faking emotional intelligence: Comparing response distortion on ability and trait-based emotional intelligence measures," *J. Organ. Behav.*, vol. 29, no. 6, pp. 761–784, 2008.
- [16] D. V. Day and L. Dragoni, "Leadership development: An outcome-oriented review based on time and levels of analyses," *Annu. Rev. Organ. Psychol. Organ. Behav.*, vol. 2, no. 1, pp. 133–156, 2015.
- [17] T. Dell, *How to motivate people?* London: Kogan Page, 1989.
- [18] A. H. Eagly, S. J. Karau, and B. T. Johnson, "Gender and leadership style among school principals: A meta-analysis," *Educ. Admin. Q.*, vol. 28, no. 1, pp. 76–102, 1992.
- [19] O. Eyal and G. Roth, "Principals' leadership and teachers' motivation: Self-determination theory analysis," *J. Educ. Admin.*, vol. 49, no. 3, pp. 256–275, 2011.
- [20] M. J. Fekula and W. S. Robert, "Assessing emotional intelligence: The EQ matrix exercise," *Developments in Bus. Simul. Experiential Learn.*, vol. 34, pp. 119–131, 2007.
- [21] K. Gallmeier, "The effectiveness of principal leadership style on teacher motivation," (Online) Available: <https://files.eric.ed.gov/fulltext/ED354591.pdf>, Dec. 9, 1992.
- [22] J. M. George, "Emotions and leadership: The role of emotional intelligence," *Hum. Relat.*, vol. 53, no. 8, pp. 1027–1055, 2000.
- [23] L. George and T. Sabhapathy, "Work motivation of teachers: Relationship with transformational and transactional leadership behaviour of college principals," *Acad. Lead. J.*, vol. 8, no. 2, pp. 201–207, 2010.

- [24] A. Giardini and M. Frese, "Linking service employees' emotional competence to customer satisfaction: A multilevel approach," *J. Organ. Behav.*, vol. 29, no. 2, pp. 155–170, 2008.
- [25] D. Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books, 1995. ISBN:978-0553383713.
- [26] D. Goleman, *Working with Emotional Intelligence*. Bantam Books, 1998. ISBN:978-0553104622.
- [27] P. H. Hansson and J. A. Andersen, "The Swedish principal: Leadership style, decision-making style, and motivation profile," *Int. Electron. J. for Lead. in Learn.*, vol. 11, no. 8, pp. 1–13, 2007.
- [28] M. Hughes and J. B. Terrell, *Emotional Intelligence in Action: Training and Coaching Activities for Leaders, Managers, and Teams*, 2nd ed. Wiley, 2020. ISBN:978-1118128048.
- [29] A. Hyde, S. Pethe, and U. Dhar, "Emotional intelligence scale," Agra: National Psychological Corporation, 2005.
- [30] A. Khan, "Instructional management of a private and a government secondary school principal in Northern Pakistan," *Int. J. Educ. Dev.*, vol. 32, no. 1, pp. 120–131, 2012.
- [31] R. V. Krishnamoorthy and R. Mehar, "Leader emotional intelligence and staff work motivation," *Asian Rev. Soc. Sci.*, vol. 8, no. 1, pp. 51–60, 2019. [Online]. Available: <https://www.trp.org.in/wp-content/uploads/2019/02/ARSS-Vol.8-No.1-January-March-2019-pp.-51-60.pdf>
- [32] L. M. Kobe, R. Reiter-Palmon, and J. D. Rickers, "Self-reported leadership experiences in relation to inventoried social and emotional intelligence," *Curr. Psychol.*, vol. 20, no. 2, pp. 154–163, 2001.
- [33] K. Leithwood, K. Seashore, S. Anderson, and K. Wahlstrom, *Review of Research: How Leadership Influences Student Learning*. Sage Publishers, 2004.
- [34] R. C. Liden and T. R. Mitchell, "Ingratiation in the development of leader-member exchanges," in *Impression Management in the Organization*, R. A. Giacalone and P. Rosenfeld, Eds. Lawrence Erlbaum Associates, pp. 343–361, 1989.
- [35] E. Lowman and R. E. Thomas, "Emotional intelligence in the leadership framework," *Lead. Organ. Manag. J.*, 2015, no. 2, pp. 3–14.
- [36] J. D. Mayer and P. Salovey, "Emotional intelligence and the construction and regulation of feelings," *Appl. Prev. Psychol.*, vol. 4, no. 3, pp. 197–208, 1995.
- [37] J. D. Mayer, P. Salovey, and D. R. Caruso, "Emotional intelligence as zeitgeist, as personality and as a mental ability," in *The Handbook of Emotional Intelligence: Theory, Development, Assessment, and Application at Home, School, and in the Workplace*, R. Bar-On and J. D. A. Parker, Eds. Jossey-Bass, pp. 92–117, 2000.
- [38] C. Miao, R. H. Humphrey, and S. Qian, "A meta-analysis of emotional intelligence and work attitudes," *J. Voc. Behav.*, vol. 100, pp. 130–156, 2017. <https://doi.org/10.1016/j.jvb.2017.04.004>
- [39] B. Moore, "The emotional intelligence coaching of school administrators: A comparative case study," Ph.D. dissertation, Ashland University, Ashland, OH, 2007.
- [40] B. Moore, "Emotional intelligence for school administrators: A priority for school reform?," *Am. Secondary Educ.*, vol. 37, no. 3, pp. 20–28, 2009.
- [41] K. Nagarajan, "A study of leadership behaviour in autonomous colleges," Ph.D. thesis, Madras Univ., Madras, 1998.
- [42] S. Pandey, "A study of leadership behaviour of the principal, organisational climate and teacher morale of the secondary schools," D. Phil thesis, Univ. of Allahabad, 1985.
- [43] E. Poirel and F. Yvon, "School principals' emotional coping process," *Can. J. Educ.*, vol. 37, no. 3, pp. 1–23, 2014.
- [44] S. Ramdas Swami, *Shri Manache Shloka*, [7], 1608–1681.
- [45] S. C. Schuh, A. S. H. Bark, N. Van-Quaquebeke, R. Hossiep, P. Frieg, and R. Van-Dick, "Gender differences in leadership role occupancy: The mediating role of power motivation," *J. Bus. Ethics*, vol. 120, no. 3, pp. 363–379, 2014.
- [46] K. Singh, "Emotional intelligence & workplace effectiveness," *Indian J. Indus. Relat.*, vol. 44, no. 2, pp. 292–302, 2008.
- [47] S. K. Singh, "Emotional intelligence and organizational leadership: A gender based study in Indian context," *Int. J. Indian Cult. Bus. Manag.*, 2007.