

Emotional Intelligence and Leadership Style among Teachers

*A thesis submitted in the partial fulfilment of the requirement of the
degree of*

**MASTERS OF ARTS
IN
PSYCHOLOGY**



THAPAR INSTITUTE
OF ENGINEERING & TECHNOLOGY
(Deemed to be University)



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CERTIFICATE

This is to certify that the thesis entitled, 'Emotional Intelligence and Leadership Styles among Teachers' is being submitted in partial fulfillment of requirements for the award of the degree of **Master of Arts in Psychology**, presented in the **Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala** is a bonafide work carried out under the supervision of Dr. Santha Kumari, Professor & Program Chair, Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala and Dr Sarika Alreja and that no part of this project has been submitted for the award of any other degree.



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This is to certify that the above statement made by the student concerned is correct and true to the best of my knowledge.



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CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, 'Emotional Intelligence and Leadership Styles among Teachers' submitted in partial fulfillment of requirements for the award of the degree of Master of Arts in Psychology, presented in the Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala, is an authentic record of my work carried out under the supervision and guidance of Dr. Santha Kumari, Professor & Program Chair, Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala and refers to other researcher's work which are duly listed in the reference section.

The matter embodied in this thesis has not formed the basis for awarding any other degree at this or any other university.

Date - May, 2025

Place - Patiala



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ACKNOWLEDGEMENT

This thesis is the result of lots of support, guidance, encouragement and contributions of many people to it directly and indirectly. I would like to begin by expressing my deepest gratitude to Dr. Santha Kumari ma'am for allowing me to undertake this line of research, and for supervising me with constant encouragement at every stage. I would also like to thank Dr. Sarika Alreja ma'am for her support, kindness and availability throughout the thesis work. I would also like to express my heartfelt gratitude to all the teachers who have guided me throughout my academic journey.

I am incredibly thankful to all the participants who graciously took out time to be part of this study.

My sincerest thanks to my entire family- my parents, my grandparents, my sister and my aunt- for their unconditional love, unwavering belief in me and emotional support throughout this journey. Their presence has been my strength and comfort. I also extend warm thanks to my friend Rhythm for her constant friendship, support and encouragement.

Lastly, a sincere thank you to all the educators who dedicate their lives to nurturing minds and inspiring generations- your impact is immeasurable and deeply appreciated.

Ishita Dey Sarkar (86232024)

Table of Contents

Sr.no	Title	Pg.no
1.	Cover page	1
2.	Certificate	2
3.	Candidate's Declaration	3
4.	Acknowledgement	4
5.	Table of contents	5
6.	Abstract	6
7.	List of Tables	7
8.	List of Figures	8
9.	Chapter 1. Introduction	9-14
10.	Chapter 2. Review of Literature	15-18
11.	Chapter 3. Research Gaps, Objectives and Hypotheses	19,20
12.	Chapter 4. Methodology	21-24
13.	Chapter 5. Results	25-34
14.	Chapter 6. Discussion	35-37
15.	Chapter 7. Conclusion, Limitations, Implications and Future Directions	38,39
16.	References	40-42
17.	Appendix	43,44

Abstract

Background and aim: The psychological variables of leadership style and emotional intelligence among teachers across different genders and experience levels have gained attention in education research. This study aims to explore leadership styles and emotional intelligence among male and female teachers with different levels of teaching experience (1–10 years and above 10 years).

Methodology: Teachers were selected from both genders and categorized into two groups based on their years of experience –Group 1 (1– 10 years) and Group 2 (more than 10 years). They were administered with two standardised scales: the Multifactor Leadership Questionnaire (MLQ) to assess leadership styles and an Emotional Intelligence scale to evaluate emotional intelligence. This study seeks to examine how genders and years of teaching experience influence these psychological variables.

Results & conclusions: The study found that female teachers scored higher than male in emotional intelligence and in leadership styles such as Contingent Reward and Individualized Consideration. Male teachers showed slightly higher traits in Laissez-Faire leadership. Teaching experience did not significantly influence either emotional intelligence or leadership styles, and no significant interaction was found between gender and experience,

Keywords: emotional intelligence; teachers; leadership; transformational; transactional; laissez-faire; gender; experience

List of Tables

Sr.no	Description
1	Descriptive Statistic
2	Multivariate tests (Pillai's Trace and Wilks' Lambda
3	MANOVA - Test of between subject effects

List of Figures

Sr.no	Description
1.	Emotional Intelligence scores by gender and career stage

Chapter 1

Introduction

1.1. Leadership Style

Leadership is a complex and multifaceted concept that is often difficult to define with precision. It plays a vital role in shaping the direction, enhancing performance, and ensuring the overall success of an organization. As its core, leadership involves the ability to influence, guide, and inspire individuals toward the achievement of common goals. Stogdill (1974) pointed out that leadership means different things to different people, and as a result, there are countless definitions of it. In the past, leadership was mostly seen as something related to a person's character or traits.

For instance, Confucius believed that a leader's main role is to serve and care for the people (Confucius, 1998). Earlier, Stogdill (1950) described leadership as the ability to guide a group toward setting and achieving shared goals.

Later on, Bennis and Townsend (1995) described leadership as having the vision to imagine a better future and ability to turn that vision into reality within an organization. According to Drucker a leader is simply someone who others choose to follow

In the field of education, leadership among teachers is highly influential. They demonstrate leadership by guiding colleagues, contributing to curriculum development, encouraging inclusive practices, and participating in professional growth initiatives. Leadership among teachers goes beyond official titles or administrative responsibilities; it is evident in their everyday actions and interactions.

Leader behavior has usually been understood through two independent but contrasting dimensions. Halpin (1959) and Stogdill and Coons (1957) identified two key aspects of leadership: initiating structure and consideration. Hersey and Blanchard, as well as Blake and Mouton (1964), viewing these two main dimensions in the following way: the task dimension includes setting goals, organizing, controlling. The relationship dimension includes effective communication, constructive feedback, facilitation of interaction (Daewoo, 1996).”

With time, different styles of leadership have evolved with their distinct features and effects. Leadership cannot be defined in a single way; instead, it involves a range of styles that leaders embrace depending on their personality, objectives, and organizational environment. Through the passage of time, researchers have examined and divided various leadership styles. Some of the most researched styles include transformational, transactional and passive (or laissez-faire) leadership, each demonstrating a different manner of leading and managing people.

1.2. Transformational Leadership Style

Transformational leadership enhances an individual's potential for growth and development while promoting a stronger personal commitment among followers towards achieving the organization's goals. Transformational leadership is all about inspiring meaningful change. It encourages people to rethink their goals, renew their dedication, and adjust the way they work to achieve success. Leithwood (as cited in Cashin et al., 2000) described it as a two-way relationship where both leaders and followers uplift and motivate each other. This kind of leadership doesn't just guide people but also can help shape future leaders and push current ones to act with strong moral values. It includes four main components. The first is idealized influence, which refers to the leader sets an inspiring example and has a strong, charismatic presence that encourages others to follow their lead.

The second component is inspirational motivation. Which is all about a leader's ability to energize and encourage others to fully commit to a shared vision. Then there's intellectual stimulation, where leaders challenge people to think in new ways, promoting creativity and innovation. Fourth individualized consideration focuses on offering personal support also leaders pay attention to each team member's unique needs and provide guidance or coaching to help them grow (Barbuto, 2005; Hall, Johnson, Waddock & Kepner, 2002; Judge & Piccolo, 2004; Kelly, 2003; Simic, 1998).

1.3. Transactional Leadership Style

Burns (1978) was the first to introduce the concept of "transactional leadership," in his book *Leaders*, suggesting that the relationship between leaders and employees is based on a mutual exchange of power and benefits. The relationship of leader and follower revolves around the bargaining process and maintenance of it. Transactional leadership involves two dimensions. Contingent reward is the first dimension of transactional leadership style, which refers to how effectively a leader establishes positive exchanges with followers.

In this type of leadership a leader clearly communicates expectations and defines the rewards that will be given when those expectations are fulfilled. The second dimension of transactional leadership involves management-by-exception, which refers to an approach where the leader steps in only when something goes wrong or needs to be fixed. (Bass, 1985)

1.4. Passive Leadership Style (Laissez-faire)

According to Bartol and Martin (1994), this leadership style is characterised by hands-off approach, where leaders give the group full freedom to make decisions, They provide the tools or resources needed but only step in when they are asked and usually avoid offering feedback.

Laissez-faire leadership is often seen as a hands-off approach, where leaders take a step back and avoid getting involved in day-to-day decision (Bass & Bass; Avolio; 2011; Hinkin & Schriesheim, 2008b; Skogstad, Hetland, et al., 2014). Rather than directing or closely supervising their team, these leaders give employees the freedom to make their own choices about how they work. They trust their team members to manage tasks in the way they feel is best, Offering minimal guidance or intervention.

1.5. Emotional Intelligence

In recent decades, emotional intelligence (EI) has gained recognition as a key factor that shapes how people behave, connect with others, and succeed in their careers. The idea was first introduced by Michael Beldoch in 1964, and later, in 1990, the term “emotional intelligence” was officially coined by Salovey and Mayer. They defined it as a type of social intelligence that helps individuals understand and manage their own emotions, recognize the emotions of others, and use this emotional awareness to guide their thoughts and actions in everyday life.

In one study, researchers found that when people watched an emotional film, those who had a strong ability to understand and clearly identify their own feelings – something known as emotional clarity – were able to bounce back more quickly afterward (Salovey, Mayer, Goldman, Turvey & Palfai, 1995). In another study, individuals who were better at accurately recognizing, understanding, and evaluating other people’s emotions were more adaptable and responded more effectively to changes in their social surroundings (Salovey, Bedell, Detweiler, & Mayer, 1999).

There are four branches of emotional intelligence. The first branch is perceiving emotions, which refers to capacity to detect and interpret emotions in faces, pictures, and voices. It also encompasses the capacity to recognize one's own emotions.

The second part of emotional intelligence is the ability to use emotions to support thinking and problem-solving. The third involves understanding emotions – essentially, being able to make sense of emotional language and the messages behind feelings. The fourth and most advanced part is managing emotions, which means being able to regulate our own emotions as well as influence the emotions of others.

These four parts are arranged in a hierarchy, starting with simpler mental processes and moving toward more complex ones. At the most basic level is the ability to recognize and express emotions, while the most advanced level involves consciously managing emotions to support both emotional and intellectual growth (Mayer & Salovey, 1997). Emotional intelligence is different from other forms of intelligence, like verbal or perceptual intelligence, which focus mainly on thinking skills rather than how we handle emotions (Cote & Miners, 2006; Mayer et al., 2008)

In contrast to cognitive intelligence (IQ), which remains stable across an individual's life, emotional intelligence can be enhanced and fostered through experience and self-awareness. It includes a variety of skills, including emotional awareness, empathy, self-regulation, motivation, and interpersonal skills. These competencies play an important role in how people manage social challenges, handle stress, make decisions, and lead others. In organizational contexts, emotional intelligence has been linked with enhanced teamwork, leadership performance, job satisfaction, and employee welfare.

Especially for jobs involving much interpersonal interaction like education and leadership, EI is important to build positive interpersonal relationships and design emotionally healthy atmospheres. Empathy is a particularly important aspect of emotional intelligence, and according to researchers it has contributed to occupational success.

According to Rosenthal and his colleagues, people who were best at identifying others' emotions were more successful in their occupation as well as in their social lives (Rosenthal, 1977). In the past decades, emotional intelligence has become more directly associated with leadership effectiveness. Individuals with high EI tend to show greater empathy, create trust, inspire others, and lead teams through difficult circumstances. EI is an essential component of psychological health, especially in high-stress careers.

Chapter 2

Review of Literature

2.1. Leadership Style

The study by Sally A. Carless (1998) investigated differences between male and female on transformational leadership. The sample was composed of 120 female and 184 male branch managers, 588 subordinates, and 32 superiors. Prior research indicated that women tend to exhibit more transformational and interpersonal leadership behavior, while men tend to be more task-oriented. In female's ratings. Female managers outscored male managers on supportive and people-focused leadership behaviors, and females were evaluated as more transformational than male managers by their supervisor. Yet subordinates who reported directly to the manager, did not observe any significant difference between male and female leadership style.

A study conducted by Mandell and Pherwani (2003) on a sample consisting of 32 managers (13 males and 19 females) from different industries. Using the Multifactor Leadership Questionnaire) they reported that females had slightly higher mean scores than males (females 65.21 and males 63.31) although this was not statistically significant. This indicates that both men and women are equally likely to exhibit transformational leadership.

In a review of studies Kent, Blair, Rudd, and Schuele (2010) conducted a study to examine gender differences in transformational leadership behaviours among German leaders. The sample of the study consisted of 337 working adult students from University of Mainz, who rated their supervisors (66 female leaders; 258 male leaders). Overall, the study had found no significant difference in transformational leadership behaviour between women and men.

Mitra Arami (2016) carried out a study to determine if male and female managers in Kuwait vary in leadership style. The study had 62 participants – 38 males and 24 females, who were managers in both the public and private sectors. A Multifactor Leadership Questionnaire was administered. The result revealed that there were no significant differences between male and female managers with regard to leadership style. Both groups exhibited a mix of transformational and transactional leadership characteristics. Female leaders had slightly higher scores on transformational leadership behaviours of inspirational motivation, intellectual stimulation, and individualized consideration. In contrast, male leaders were higher on idealized influence and contingent reward.

Martinez-Leon, Olmedo-Cifuentes, Martínez-Victoria, and Arcas-Lario (2020) conducted an extensive study of leadership style and gender in Spanish cooperatives, that is whether male and female leaders illustrate differences in leadership style. The study included a sample of 114 associated work cooperatives where the majority were in the education sector. The researchers used the Multifactor Leadership Questionnaire to measure the leadership styles. The study's result indicated that male and female managers exhibited an equivalent level of transformational and also transactional leadership style, and no statistically significant differences found between male and female based on leadership style.

2.2. Emotional Intelligence

The study by Fernández-Berrocal et al. (2012) explored whether women have higher emotional intelligence than men and if age plays a role.

The sample included 559 participants (170 men, 389 women) between 19 and 76 years old. Women scored higher in facilitating, understanding, managing emotions and total EI. But when age was held constant, all differences between genders disappeared except managing emotions. This study suggests that age, not just gender, significantly affects emotional intelligence.

Asfandyar Fida, Abdul Ghaffar, Amir Zaman, and Asif Niwaz Satti conducted a study to examine the gender difference in emotional intelligence (EI) in university students. 828 final year students from five faculties (Arts & Humanities, Business & Economics, Chemical & Life Sciences, and Social Sciences) were included in this study. Emotional intelligence was assessed using the Wong and Law Emotional Intelligence Scale. Female students scored significantly higher than male students in emotional intelligence as a whole. They performed better than men in all EI dimensions.

In a review of a study conducted by Kavana G. Venkatappa, Smrithi Shetty C., Sparshadeep E. Manjunath, Shubin Girish Parakandy, and S. K. Das to examine gender differences in Emotional Intelligence. The study was conducted with a sample of 150 first year medical students consisting of 89 women and 61 men. Emotional Intelligence was measured by Quotient Self-Assessment Checklist. The results indicated that female students possessed significantly greater Emotional Intelligence scores than male students, and the difference was statistically significant. Moreover, 68.5% of females had good Emotional Intelligence scores in comparison to 63.57% of males. According to the authors, increased Emotional Intelligence in women may be due to their higher expressiveness, better emotional knowledge, and potentially more active brain areas for emotion processing.

Craig et al. (2009) conducted a study on 856 healthy adults (446 females, 410 males) to examine gender differences in emotional intelligence and its psychological and neurobehavioral correlates. They found females to score slightly higher on overall emotional intelligence especially empathy because of personality and slight brain activity differences and males scored higher on self concept.

The study by Ciarrochi et al. (2000) investigated emotional intelligence with the Multifactor Emotional Intelligence Scale in 134 Australian undergraduate students (31 men, 103 women). The results were that women scored higher than men on overall emotional intelligence. High emotional intelligence participants performed better at regulating their moods.

Victor Dulewicz and Malcolm Higgs (2004) conducted three studies to investigate whether emotional intelligence is able to develop with experience and training. In the first study 59 retail managers were involved. The second study involved 27 pharmaceutical team leaders and in the third study, 13 skippers and 113 sailors from yacht races were involved. Results suggested that emotional intelligence can be developed, especially “enablers” like self-awareness and interpersonal sensitivity, while traits like conscientiousness and intuitiveness are less easily changed.

Shiple, Jackson, and Segrest (2010) conducted a study to test the relationship between emotional intelligence, work experience, age and academic performance among university business students. Results revealed that with increase in age and experience, emotional intelligence tends to increase. No correlation was found between emotional intelligence and academic performance.

Chapter 3

Research Gaps, Objectives, Hypotheses

3.1. Research gaps

Although leadership styles and emotional intelligence have been widely studied in organizational settings, most of this research has focused on managers in corporate environments, while relatively few have conducted study on educators. There is a noticeable gap in the literature that differentiate freshers and experienced teachers, particularly with regard to their leadership styles and emotional intelligence. The majority of published studies focus on experienced educators while focusing less on newly experienced educators. Furthermore, such studies are limited when it comes to teachers and are especially scarce with regard to Indian teachers where leadership styles and emotional competence may be greatly influenced by intercultural, institutional and systemic factors. This highlights the need for context-specific research that explores how leadership styles and emotional intelligence may differ across experience levels among Indian educators.

3.2. Objectives

The objectives of this study are:

1. To find out the leadership styles of female and male teachers.
2. To find out the difference in emotional intelligence between female and male teachers.
3. To find out the relationships between emotional intelligence and teaching experience among teachers.

3.3. Hypotheses

H1: There will be no significant difference in the leadership styles of male and female teachers.

H2: There will be a significant difference in emotional intelligence between male and female teachers.

H3: Teaching experience will significantly influence the emotional intelligence of teachers.

Chapter 4

Methodology

4.1. Sample

The total sample was of 120 participants. It consisted of 60 female teachers and 60 male teachers. Among the female teachers, 30 respondents had 1 to 10 years of teaching experience and other 30 respondents had over 10 years of experience. The male teachers were similarly divided, with 30 male teachers having 1 to 10 years of experience and 30 male teachers having over 10 years of teaching experience.

The range of ages among the participants was 26 to 60 years to provide a sample that would have a variety both in career phases and in general life experiences.

4.2. Research Design

A between subjects design was used in this study.

A 2(Gender: Male,female)X 2(Level Experience: 1-10, 10 and above) factorial ANOVA was used.

Independent variable: Gender and Experience

Dependent variable: Leadership Style and Emotional Intelligence

4.3. Statistical Analysis

Microsoft Excel and SPSS were used for data analysis. A two way MANOVA was computed for the data.

4.4. Tools used

1. Multifactor Leadership Questionnaire (MLQ): Developed by Bass and Avolio, this is a shorter version of the original MLQ. It includes 21 statements that help to assess a person's leadership style – whether it's transformational, transactional or laissez-faire. Participants are asked to rate how often each statement applies to them using a 5-point Likert scale, ranging from “Not at all” to “Frequently, if not always.”
2. Emotional Intelligence Scale: Developed by Schutte and colleagues in 1998, this scale is based on Salovey and Mayer's (1990) emotional intelligence model. It's designed to measure how well a person can recognize, understand, manage, and use emotions effectively. The scale includes 33 self-report items, and participants rate their agreement with each one on a 5-Point Likert scale from “Strongly Disagree” to “Strongly Agree”.

4.5. Procedure

The study was conducted online. The participants, who were educators, were reached out and their informed consent was obtained online prior to taking part. After giving their consent, they were sent the links of two questionnaires: the Multifactor Leadership Questionnaire (MLQ) and the Emotional Intelligence Scale. The participants were instructed to sit in a quiet and disturbance-free setting while completing the forms. They first completed the Multifactor Leadership Questionnaire, which measures different leadership styles. Then they completed the Emotional Intelligence Scale. The participants were instructed to sit in a quiet and disturbance-free setting while completing the forms.

They first completed the Multifactor Leadership Questionnaire, which measures different leadership styles. Then they completed the Emotional Intelligence Scale. Participants filled out the questionnaire at their convenience. Their responses were gathered after participation and scoring for both tools was done based on scoring manuals. The data was entered into SPSS for statistical analysis.

4.6. Instructions and Precautions

Participants were instructed to carefully read every statement and respond honestly based on their experiences. They were asked to complete the questionnaires in a quiet, and disturbance free setting to stay focused and not get distracted. It was emphasized that there were no correct or incorrect answers. Participants were instructed to fill both the Emotional Intelligence and the Multifactor Leadership Questionnaires without any help. They were also instructed to fill out the forms in one sitting. Before starting the questionnaires, informed consent was obtained online. Respondents were assured confidentiality and anonymity of their answers, and that the data obtained would be for research purposes only. They were told that participation was voluntary and that they could withdraw from the study at any time. To ensure smooth completion, participants were advised to get a stable internet connection while completing the forms.

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4.7. Data Analysis

We first computed the descriptive statistics, followed by a MANOVA (multivariate analysis of variance) which gives us the test of between subject effects in terms of all the variables involved in the study. After that pairwise comparisons were done across gender and experience.

Chapter 5

Results

Descriptive statistics were computed to find out the Mean and SD

Table no 1. Descriptive Statistics

Descriptive statistics					
	Gender	Experience	Mean	Std. Deviation	N
Contingent Reward	male	Early-career educators	6.77	1.97	30
		Late-career educators	6.97	2.07	30
		Total	6.87	2.01	60
	female	Early-career educators	7.43	2.51	30
		Late-career educators	8.30	1.60	30
		Total	7.87	2.13	60
Management by Exception	male	Early-career educators	7.97	2.31	30
		Late-career educators	8.53	1.71	30
		Total	8.25	2.03	60
	female	Early-career educators	7.77	2.11	30
		Late-career educators	7.70	1.86	30
		Total	7.73	1.97	60
	male	Early-career educators	8.00	2.91	30

		Late-career educators	7.90	2.59	30
Laissez-Faire		Total	7.95	2.73	60
	female	Early-career educators	6.67	2.85	30
		Late-career educators	6.40	2.28	30
		Total	6.53	2.56	60
	male	Early-career educators	8.57	2.09	30
Idealized Influence		Late-career educators	8.87	2.16	30
		Total	8.72	2.11	60
	female	Early-career educators	8.90	1.93	30
		Late-career educators	9.07	1.85	30
		Total	8.98	1.88	60
	male	Early-career educators	7.43	2.44	30
Inspirational Motivation		Late-career	7.50	1.96	30
		Total	7.47	2.19	60
	female	Early-career educators	7.97	2.29	30
		Late-career educators	7.97	1.60	30
		Total	7.97	1.96	60
	male	Early-career educators	7.07	2.25	30
Intellectual Stimulation		Late-career educators	7.70	1.74	30
		Total	7.38	2.02	60
	female	Early-career educators	8.13	2.27	30

		Late-career educators	7.50	2.09	30
		Total	7.82	2.19	60
	male	Early-career educators	8.00	2.36	30
Individualized Consideration		Late-career educators	7.87	1.77	30
		Total	7.93	2.07	60
	female	Early-career educators	8.43	1.92	30
		Late-career educators	8.97	1.84	30
		Total	8.70	1.88	60
	male	Early-career educators	118.50	17.67	30
Emotional Intelligence		Late-career educators	116.63	15.64	30
		Total	117.57	16.57	60
	female	Early-career educators	131.87	20.17	30
		Late-career educators	136.97	11.67	30
		Total	134.42	16.54	60

The descriptive statistics are presented in Table 1. From the results, it can be seen that in the Contingent Reward (CR) Leadership Style, male participants in Subject group 1-10 years of experience (N = 30) have a mean score of 6.77 (SD = 1.97), while those in group 11 years of experience (N = 30) scored slightly higher with a mean of 6.97 (SD = 2.07). The overall male mean is 6.87.

Female participants scored higher in both Subject groups: 7.43 (SD = 2.51) for groups 1-10 years of experience and 8.30 (SD = 1.60) for group 11 years of experience, with a total mean of 7.87. This shows that female participants tend to score higher on CR compared to males.

In the Management-by-Exception (MBE) Leadership style, male participants again show lower scores ($M = 8.25$, $SD = 2.03$) compared to female participants ($M = 7.73$, $SD = 1.97$), the mean is slightly higher for males in group 11 years of experience. The total mean across all participants is 7.99, showing a relatively consistent performance across genders.

In Laissez-Faire Leadership (LFL) scores show that male participants in group 1-10 years of experience scored 8.00 ($SD = 2.91$) and 7.90 ($SD = 2.59$) in group 11 years of experience ($M = 6.40$, $SD = 2.28$), leading to an overall lower female mean of 6.53. This suggests that male participants are more likely to exhibit Laissez-Faire characteristics than female participants.

In Idealized Influence (II) Leadership style, female mean score across both subject groups is 8.98 ($SD = 1.88$), while the mean score of male is slightly lower at 8.72 ($SD = 2.11$). This indicates stronger idealized influence tendencies in female participants.

Similarly, in the Inspirational Motivation (IM) leadership style, female participants showed higher mean scores ($M = 7.97$, $SD = 1.96$) than male participants ($M = 7.47$, $SD = 2.19$), highlighting greater motivational influence among females. In the Individualized Consideration (IC) leadership style, females scored higher on mean score ($M = 8.70$, $SD = 1.88$) than males ($M = 7.93$, $SD = 2.07$). This shows greater individualized consideration among female participants.

Lastly, Emotional Intelligence (EI) scores show significant differences between genders.

Male participants had an overall mean of 117.57 ($SD = 16.57$), while female participants showed higher scores with a mean of 134.42 ($SD = 16.54$). This suggests a higher level of emotional intelligence among female participants.

The data indicates that female participants tend to score higher, particularly in Emotional Intelligence, Idealized Influence, and Individualized Consideration, whereas males score comparatively higher only in Laissez-Faire Leadership. This supports the assumption that leadership and emotional intelligence traits may differ across gender groups.

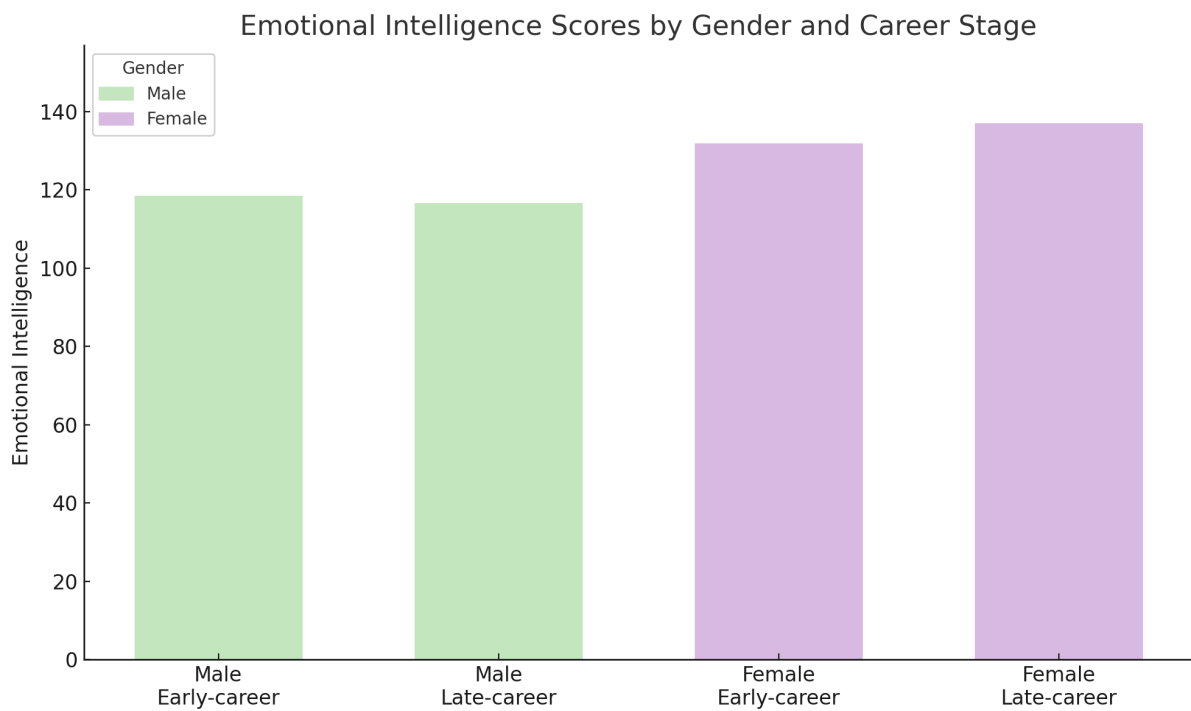


Fig 1. Emotional Intelligence scores by gender and career stage

The bar graph titled “Emotional Intelligence Scores by Gender and Career Stage” shows the mean emotional intelligence (EI) scores among male and female educators at two stages of careers: early-career and late-career. The data is representing four bars – two for males (green) and two for females (purple) which shows a clear comparison across both gender and career stage. Among male educators, early-career individuals have slightly higher mean emotional intelligence score (118.50) compared to late-career males (116.63), in contrast female educators show notable increase in emotional intelligence. Early career female educators report mean of emotional intelligence score 131.87, which increases to 136.97 in the late-career group.

A prominent gender difference is also observed. Across both career stages, female educators consistently outperform male in emotional intelligence, The bar graph indicates a significant difference in emotional intelligence among male and female educators.

Table no 2. Multivariate tests

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.988	1159.416 ^b	8.000	109.000	.000
	Wilks' Lambda	.012	1159.416 ^b	8.000	109.000	.000
Gender	Pillai's Trace	.294	5.679 ^b	8.000	109.000	.000
	Wilks' Lambda	.706	5.679 ^b	8.000	109.000	.000
Experience	Pillai's Trace	.031	.442 ^b	8.000	109.000	.894
	Wilks' Lambda	.969	.442 ^b	8.000	109.000	.894
Gender *Experience	Pillai's Trace	.089	1.325 ^b	8.000	109.000	.239
	Wilks' Lambda	.911	1.325 ^b	8.000	109.000	.239

a. Design: Intercept + Gender + Experience + Group * Experience

b. Exact statistic

The multivariate tests were done and the results are shown in Table 2. The results indicate the following:

As seen in Table 2, the multivariate effect was significant for gender, Pillai's Trace = .294, F = 5.679, df = 8,109, p < .000. This indicates that the dependent variables diff significantly between genders.

As seen in Table 2, the multivariate effect for experience was not significant, with Pillai's Trace = .031, $F = .442$, $df = 8,109$, $p > .894$. This suggests that the dependent variables do not vary significantly across different experience levels.

As seen in Table 2, the multivariate effect of interaction between gender and experience was not significant, with Pillai's Trace = .089, $F = 1.325$, $df = 8,109$, $p > .239$. This implies that the combined influence of gender and experience does not have a statistically significant effect on the dependent variables.

As seen in Table 2, there was a significant effect of the gender on the dependent variables with Wilk's Lambda = .706, $F(8,109) = 5.679$, $p = .000$.

As seen in Table 2, there was no significant effect of the experience on the dependent variables with Wilk's Lambda = .969, $F = .442$, $p = .894$) and also there was no significant effect of the gender x experience on the dependent variables with Wilk's Lambda = .911, $F = 1.325$, $p = .239$.

Table 3. Test of Between-subject effects

Tests of Between-subjects effects

Source	Dependent Variable	Type III Sum Of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	CR	30.915	1	30.915	7.253	.008	.059
	MBE	7.979	1	7.979	1.969	.163	.017
	LFL	60.124	1	60.124	8.407	.004	.068
	II	2.195	1	2.195	.540	.464	.005
	IM	7.495	1	7.495	1.695	.195	.014
	IS	5.410	1	5.410	1.218	.272	.010
	IC	18.020	1	18.020	4.543	.035	.038
	EI	8610.911	1	8610.911	31.412	.000	.213
Experience	CR	9.495	1	9.495	2.228	.138	.019
	MBE	2.841	1	2.841	.701	.404	.006
	LFL	.031	1	.031	.004	.948	.000
	II	2.125	1	2.125	.523	.471	.004
	IM	.031	1	.031	.007	.933	.000
	IS	.109	1	.109	.025	.876	.000
	IC	1.086	1	1.086	.274	.602	.002
	EI	116.021	1	116.021	.423	.517	.004
Gender* Experience	CR	3.945	1	3.945	.926	.338	.008
	MBE	2.009	1	2.009	.496	.483	.004
	LFL	.138	1	.138	.019	.890	.000
	II	0.34	1	.034	.008	.927	.000
	IM	0.36	1	.036	.008	.929	.000
	IS	9.847	1	9.847	2.217	.139	.019
	IC	3.140	1	3.140	.792	.375	.007
	EI	440.691	1	440.691	1.608	.207	.014

	CR	494.433	116	4.262
	MBE	470.131	116	4.053
Error	LFL	829.614	116	7.152
	II	471.007	116	4.060
	IM	512.800	116	4.421
	IS	515.210	116	4.441
	IC	460.110	116	3.966
	EI	31798.856	116	274.128
	CR	7050.000	120	
	MBE	8147.000	120	
Total	LFL	7183.000	120	
	II	9874.000	120	
	IM	7666.000	120	
	IS	7462.000	120	
	IC	8782.000	120	
	EI	1945741.000	120	

Tests of between subjects effects were computed and the results are depicted in table 3. As seen evidently in Table 3, the effect of gender on Contingent Reward (CR) is significant ($F = 7.253$, $p = .008$, partial eta squared = .059). The effect of gender on Laissez-faire Leadership (LFL) is also significant ($F = 8.407$, $p = .004$, partial eta squared = .068). Similarly, gender significantly affects Individual Consideration (IC) ($F = 4.543$, $P = .035$, partial eta squared = .038) and (EI) Emotional Intelligence was affected significantly by gender ($F = 31.412$, $p = .000$, partial eta squared = .213).

The effect of gender on (MBE) Management by Exception ($F = 1.969$, $p = .163$, partial eta squared = .017), (II) Idealized Influence ($F = 0.540$, $P = .464$, partial eta squared = .005),

(IM) Inspirational Motivation ($F = 1.695$, $p = .195$, partial eta squared = .014), and (IS) Intellectual Stimulation ($F = 1.218$, $p = .272$, partial eta squared = .010) is not significant. This implies that gender has significant influence on CR, LFL, IC leadership styles and emotional intelligence.

As shown in Table 3, the effect of experience on all leadership styles and emotional intelligence is non significant. Specifically, for CR ($F = 2.228$, $p = .138$), MBE ($F = 0.701$, $p = .404$), LFL ($F = 0.004$, $p = .948$), II ($F = 0.523$, $p = .471$), IM ($F = 0.007$, $p = .933$), IS ($F = 0.025$, $p = .876$), IC ($F = 0.274$, $p = .602$), and EI ($F = 0.423$, $p = .517$), all p values are greater than .05. The partial eta squared values for these variables are relatively low, ranging from .000 to .019, indicating that experience has no significant influence on any of the leadership styles or emotional intelligence.

As shown in Table 3, the interaction effect of gender and experience on all leadership styles and emotional intelligence is non-significant. For CR ($F = 0.926$, $p = .338$), MBE ($F = 0.496$, $p = .483$), LFL ($F = 0.019$, $p = .890$), II ($F = 0.008$, $p = .927$), IM ($F = 0.008$, $p = .929$), IS ($F = 2.217$, $p = .139$), IC ($F = 0.792$, $p = .375$), and EI ($F = 1.608$, $p = .207$), all p values are above .05. The partial eta squared values for these interaction effects are also very low ranging from .000 to .019. This indicates that the interaction between gender and experience has no significant influence on any of the assessed variables in this study.

Chapter 6

Discussion

The objective of this study was to explore whether male and female teachers differ in their leadership styles and emotional intelligence, and whether teaching experience plays any role in shaping these traits. Rooted in the growing emphasis on emotional competencies and effective leadership in education, the study aimed to understand how these psychological traits vary across gender and professional experience.

The results revealed that female educators were more likely to demonstrate transformational leadership components such as individualized consideration and contingent reward, while male educators were more likely to exhibit characteristics of laissez-faire leadership. The results align with the study by Sally A. Carless (1998), which found that female managers were rated higher on people-focused and transformational leadership by their supervisors. However the current study observed differences in leadership styles among male and female from participants self-reported data.

The findings also partially align with Mandell and Pherwani (2003), who reported slightly higher transformational leadership scores in females, though the difference was not statistically significant. Similarly, the present study supports that both male and female educators can display transformational qualities, but with women showing tendency toward more supportive and individualised consideration leadership behaviors. This also suggests that while some leadership traits may differ by gender, others are evenly distributed and may depend more on personality or contextual factors.

This study also clearly indicates that female educators possess significantly higher emotional intelligence than male. This finding aligns with Fernandez-Berrocal et al. (2012), Fida et al., Venkatappa et al., and Ciarrochi et al. (2000), which reported that women scored higher than men on overall emotional intelligence and its various components such as emotional regulation, understanding, and interpersonal sensitivity.

This gender difference may be rooted in gender socialization, where women are typically encouraged to be emotionally expressive and responsive. In the teaching profession, such traits are not only beneficial but often expected.

Additionally, the results align with Craig et al. (2009), which associated higher emotional intelligence in women with greater empathy and emotional awareness. The present study also supports the idea suggested by Shiptet et al. (2010) and Dulewicz and Higgs (2004) that emotional intelligence can develop with age and experience, however in the current study, experience alone did not emerge as a significant factor influencing emotional intelligence or leadership style. This contrasts with some findings in prior literature that emphasize the role of experience in enhancing emotional intelligence.

Another key finding is the lack of significant influence of teaching experience. Whether teachers were early in their careers or had many years of experience, their leadership styles and emotional intelligence levels remained relatively stable. There was no significant interaction between gender and experience, which means the differences we observed between men and women were consistent, regardless of how long they had been teaching.

These findings have practical implications for teachers for teacher training and leadership development programs in schools can be designed to enhance emotional intelligence and transformational leadership style. Since emotional intelligence and transformational leadership qualities like Individualized Consideration and Contingent Reward are commonly observed in female teachers, there may be a need to actively support and develop these skills among male educators.

Encouraging emotional intelligence and supportive leadership across all teachers, regardless of gender or experience, can contribute to a more inclusive, emotionally healthy, and effective learning environment. Further research could explore these dynamics using longitudinal designs or qualitative approaches to understand how gendered experiences shape leadership behaviors over time.

Furthermore, the lack of significant effects from teaching experience suggests that these qualities may not evolve automatically with experience or short time period training. This reinforces the importance of providing continuous structured opportunities for all educators to reflect on and enhance their leadership approach and emotional competencies throughout their careers.

In conclusion, this study offers valuable insights into the gendered nature of leadership and emotional intelligence among teachers. Female educators appear to naturally demonstrate more emotionally intelligent and supportive leadership styles, while experience alone does not significantly shape these qualities. These findings highlight the importance of fostering emotional intelligence and transformational leadership may benefit all educators.

Chapter 7

Conclusions, Implications, Limitations and

Future Directions

7.1. Conclusions

In conclusion, the study highlights notable gender differences in leadership styles and emotional intelligence among teachers. Female educators demonstrated stronger emotional intelligence and were more likely to use transformational leadership styles such as Contingent Reward and Individualized Consideration. Male teachers, on the other hand, showed a slightly greater inclination towards Laissez-Faire leadership, reflecting a more passive approach. Teaching experience did not significantly affect their leadership style or emotional intelligence, suggesting that these qualities may be more influenced by individual traits rather than years of professional experience. These insights point to the importance of integrating emotional intelligence and frequent leadership training opportunities to help teachers to enhance their effectiveness in the classroom.

7.2. Implications

These findings suggest that we must meet the emotional intelligence and leadership development needs of teachers taking into account both gender and teaching experience. Early career teachers (1-10 years) can be supported with programs that emphasize developing emotional regulation and leadership confidence, while more experienced teachers (10 and above years) can be

engaged in reflective leadership practices and advanced emotional intelligence training. Enhancing emotional intelligence in leadership can create a healthier school climate, promoting teacher collaboration, job satisfaction, and student achievement. Tailoring training and development programs in this manner can improve school leadership and learning.

7.3. Limitations

This study has some limitations. One of the major limitations is geographical scope of the study as most of the data was collected from teachers based in Punjab, which may not adequately represent the diversity of teachers across other regions of India. Second limitation is the data collection method, which was conducted entirely online. Another limitation is that the study relied on self-report questionnaires, which are subject to social desirability bias.

7.4. Future Directions

Further research should aim to incorporate a wider and more diverse population by involving participants from different states, education boards and types of institutions across India. Longitudinal studies can also be done to investigate how these psychological traits change over time and with teaching experience. Furthermore, comparative studies can also be done by investigating differences in leadership styles and emotional intelligence across school types, such as government schools versus private schools, or across levels of education, such as primary versus secondary school teachers. Such comparisons may assist in making training and development programs more specific to the needs of different teacher groups and institutional settings.

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Appendix A

Key:	
0	Not at all
1	Once in a while
2	Sometimes
3	Fairly often
4	Frequently, if not always

Multifactor Leadership Questionnaire (Bass/Avolio)

Instructions: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word "others" may mean your followers, clients, or group members.

	Question	Score (0-4)
1	I tell others what to do if they want to be rewarded for their work.	
2	I provide recognition/rewards when others reach their goals.	
3	I call attention to what others can get for what they accomplish.	
4	I help others develop themselves.	
5	I let others know how I think they are doing.	
6	I give personal attention to others who seem rejected.	
7	I make others feel good to be around me.	
8	Others have complete faith in me.	
9	Others are proud to be associated with me.	
10	I express with a few simple words what we could and should do.	
11	I provide appealing images about what we can do.	
12	I help others find meaning in their work.	
13	I enable others to think about old problems in new ways.	
14	I provide others with new ways of looking at puzzling things.	
15	I get others to rethink ideas that they had never questioned before.	
16	I am content to let others continue working in the same way as always.	
17	Whatever others want to do is O.K. with me.	
18	I ask no more of others than what is absolutely essential.	
19	I am satisfied when others meet agreed-upon standards.	
20	As long as things are working, I do not try to change anything.	
21	I tell others the standards they have to know to carry out their work.	

Name _____ Period _____ Date _____

HANDOUT 11-9

Emotional Intelligence Scale

Instructions: Indicate the extent to which each item applies to you using the following scale:

- 1 = strongly disagree
- 2 = disagree
- 3 = neither disagree nor agree
- 4 = agree
- 5 = strongly agree

- _____ 1. I know when to speak about my personal problems to others.
- _____ 2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.
- _____ 3. I expect that I will do well on most things I try.
- _____ 4. Other people find it easy to confide in me.
- _____ 5. I find it hard to understand the nonverbal messages of other people.
- _____ 6. Some of the major events of my life have led me to re-evaluate what is important and not important.
- _____ 7. When my mood changes, I see new possibilities.
- _____ 8. Emotions are some of the things that make my life worth living.
- _____ 9. I am aware of my emotions as I experience them.
- _____ 10. I expect good things to happen.
- _____ 11. I like to share my emotions with others.
- _____ 12. When I experience a positive emotion, I know how to make it last.
- _____ 13. I arrange events others enjoy.
- _____ 14. I seek out activities that make me happy.
- _____ 15. I am aware of the nonverbal messages I send to others.
- _____ 16. I present myself in a way that makes a good impression on others.
- _____ 17. When I am in a positive mood, solving problems is easy for me.
- _____ 18. By looking at their facial expressions, I recognize the emotions people are experiencing.
- _____ 19. I know why my emotions change.
- _____ 20. When I am in a positive mood, I am able to come up with new ideas.
- _____ 21. I have control over my emotions.
- _____ 22. I easily recognize my emotions as I experience them.
- _____ 23. I motivate myself by imagining a good outcome to tasks I take on.
- _____ 24. I compliment others when they have done something well.
- _____ 25. I am aware of the nonverbal messages other people send.
- _____ 26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.
- _____ 27. When I feel a change in emotions, I tend to come up with new ideas.
- _____ 28. When I am faced with a challenge, I give up because I believe I will fail.
- _____ 29. I know what other people are feeling just by looking at them.
- _____ 30. I help other people feel better when they are down.
- _____ 31. I use good moods to help myself keep trying in the face of obstacles.
- _____ 32. I can tell how people are feeling by listening to the tone of their voice.
- _____ 33. It is difficult for me to understand why people feel the way they do.

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