



## Leadership styles: The role of emotional intelligence in Indian IT companies

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**Abstract.** *Purpose.* The present research aims to study the relationship between emotional intelligence and leadership styles — transformational leadership, transactional leadership, and laissez-faire leadership. *Design.* The sample was taken from IT professionals of the NCR region of India, and standardized instruments used for data collection include “The assessing emotions scale” and “Multifactor leadership questionnaire”. The collected data was analyzed using SmartPLS 2.0 and SPSS 23. *Findings.* Findings revealed that there exists a relationship between emotional intelligence and leadership. The results indicated that all the three leadership styles: transformational leadership, transactional leadership, and laissez-faire leadership, are affected by emotional intelligence. The most substantial relationship of emotional intelligence was discovered with transformational leadership and the weakest with transactional leadership. *Practical implication.* This study suggests that the organizations should recruit managers with high emotional intelligence level to improve performance and provide training to improve the emotional intelligence level of employees. *Originality and value of results.* There is previous research focusing on a leader’s emotional intelligence and leadership styles on organizational performance. However, the current area of interest is the role of emotional intelligence in leadership styles.

**Keywords:** emotional intelligence, leadership, leadership styles, leadership effectiveness, transformational leadership, transactional leadership, laissez-faire leadership.

### Introduction

In today’s dynamic era of globalization, the role played by leaders in the growth and development of the organization is more challenging. The leader’s emotional intelligence (EI) has always been the area of interest for the researchers. The competitive business world demands more than intelligence from the leaders. In a competitive and innovative corporate culture, the leader’s emotional abilities, in addition to his cognitive abilities, determine his and the organization’s success. Emotional intelligence is an appraisal of emotions, expression, regulation, and utilization of emotions in self and others (Schutte, Malouff, Bhullar, 2009). Effective leaders are said to be slightly more intelligent than

the other group members and slightly more socially competent. The research in leadership draws attention to the role played by the affective variables: motivation, attitudes, leader's style, perception of others and relations with others (Fiedler, 1981). Organizations have always been keen to identify the essential traits for effective leadership. These traits help organizations in preparing themselves for the unseen future. Emotional intelligence was earlier considered only an inborn ability, but it has been proven that it can be learned and taught with further research. EI is an ability to perceive, analyze, understand, and use emotions in self and others. An emotionally intelligent leader is consciously aware of himself, his emotions, strengths, and weaknesses. He is better positioned to use emotions to improve his decision-making and thus regulate emotions and moods effectively and efficiently (Gujral, 2016).

The primary rationale of this study is to critically explore the role of emotional intelligence in leadership styles and contribute to the existing literature through primary research. Leaders have always been the pillar of organizations. Researchers have long been intrigued by a leader's EI, but there is still a gap in understanding the relationship between different leadership styles and EI. The success and future of the organizations are often linked with the leader's vision and ideology. So, it is necessary to identify the traits that affect the leadership style and ensure effective leadership. The traits or the abilities which can be trained or taught are of utmost importance. Emotions are an inseparable part of humans that should be embraced for a successful path. A leader with a sense of empathy can prove to be a successful one than those who fall lack of it. This increases the need of exploring the relationship between emotional intelligence and leadership.

## Literature review

### Emotional intelligence

To comprehend the concept of emotional intelligence, one must first comprehend the concepts of intelligence and emotion. E. L. Thorndike in 1920 examined the three dimensions of intelligence, which are — social intelligence (social life adaptation), mechanical intelligence (use of tools and objects) and abstract intelligence (application of concepts and principles to problem-solving). Emotions are psychological and biological states, as well as the proclivity of certain feelings (Altindag, Kosedagi, 2015).

Emotional intelligence is — “the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions” (Salovey, Mayer, 1990). It can be explained as an ability to understand a person's own and others' emotions and utilize the gained understanding to manage relations (Altindag, Kosedagi, 2015). A person can identify emotions and their relationships and solve problems based on that understanding. It refers to a person's ability to perceive, assimilate, comprehend, and manage emotions (Mayer, Caruso, Salovey, 2000). Emotional intelligence has been conceptualised in a variety of ways, which can be broadly classified as “ability models” and “mixed models” (Bastian, Burns, Nettelbeck, 2005). The first category is the ability model explains EI as ability, emphasizing the individual disparity in cognitive processing of emotions (Mayer, Salovey, 1993; Mayer, Caruso, Salovey, 1999). On the contrary, the mixed model includes personality traits, motivation and affective dispositions, and the emotional ability of an individual (Dulewicz, Higgs, 2000; Goleman, 1995). The four dimensions by P. Salovey and J. D. Mayer are:

- 1) the ability of appraisal and expression of emotions in self;
- 2) the ability of appraisal and expression of emotions in others;
- 3) ability to regulate and manage emotions;
- 4) ability to utilize emotions.

A study on a sample of 855 participants explained that well-being, self-control, and sociability positively influence an individual's mental health. It was also shown that emotional intelligence is more strongly linked to mental health than physical health (Fernández-Abascal, Martín-Díaz, 2015). Seven studies conducted on the U.S. population supported the proposition that emotional intelligence is associated with interpersonal relationships. It is connected with empathy, social skills, self-monitoring, cooperation and relationship ties (Schutte et al., 2001). Follower's emotional intelligence influences job performance, job satisfaction, and employee commitment (Wong, Law, 2002). The same can be supported by a survey of 193 police officers in Australia, which predicted that EI leads to organizational commitment, employee well-being and employee engagement (Brunetto, Teo, Shacklock, Farr-Wharton, 2012). A deeper understanding of oneself and others' feelings leads to more effective influence regulation within oneself and others. This contributes to individuals' well-being, and they are more open to internal experiences, be it negative or positive (Mayer, Salovey, 1993).

Emotional Intelligence is a person's ability to perceive, understand, express, and handle emotions professionally and helpfully at work (Gujral, Ahuja, 2011) effectively and efficiently. Emotional intelligence has been identified as an essential component of a leader's ability to control his own well-being as well as the behaviour of his followers. A leader should have the combination of intelligence quotient and emotional quotient to succeed in this business world. A leader should also have a spirituality quotient to primarily motivate one and others for them to have a sense of spiritual survival (Gujral, 2016).

### **Leadership**

Leadership has always attracted the interest of the researchers towards itself, as it is a vital component of an organization which determines the path of success for both individual and the organization. Leadership can be explained as "a process of social influence, which maximizes the efforts of others, towards the achievement of goals" (Kruse, 2013). A leader's effectiveness is defined in terms of the team's performance. Along with a leader's abilities, the member's abilities are also a significant predictor of group performance (Fiedler, 1964). Transactional leaders help subordinates understand the roles and task requirements and recognize subordinates' needs and clarify efforts required to satisfy their needs (Bass, 1985). Leadership effectiveness can be classified into two categories: getting along behaviour and getting ahead behaviour. Getting along behaviour at work is the skill of people to work in teams and empower others for better outcomes. Getting ahead at work is the inspiring side of leadership in which leaders correspond and employ their vision, control tasks, and reward appropriately (Guillen, Florent-Treacy, 2011).

The three leadership theories which are being followed by leaders nowadays are — servant-leadership (SL), business leadership (BL) and transformational leadership (TL). The focus of servant-leaders is the need and requirements of employees. In contrast, business leaders concentrate on the result and outcome. Lastly, a transformational leader directs all employees towards the mission, establishes channels for open communication, and focuses on the growth and sustainability of the organization (Hawkins, 2009). Leadership involves building cohesive and goal-oriented teams, where followers willingly adopt the goals for the group as their individual goal (Hogan, Curphy, Hogan, 1994). The significant functions of leadership can be summarized as follows: creating a vision and focus, establishing a high-performance team, motivating team members, maintaining a good rapport, and satisfying employees (Sethuraman, Suresh, 2014). The need for higher-leadership increases in the current environment of uncertainty. There is a continuum between leadership and advanced leadership, distinguishing the latter from the former more efficiently and impactful (Pater, 2011). According to the comparison of transformational leadership and instructional leadership, leaders who value relationships, work, and learning significantly influence the result (Robinson, Lloyd, Rowe, 2008).

In Table 1 are presented 15 dimensions of leadership development broadly categorized into three groups (Dulewicz, Young, Dulewicz, 2005).

Table 1. Leadership dimensions (source: Dulewicz, Young, Dulewicz, 2005)

<b>IQ dimensions (Intellectual competencies)</b>	<b>MQ dimensions (management competencies)</b>	<b>EQ dimensions (emotional and social competencies)</b>
Critical analysis and judgment	Managing resources	Self-awareness
Vision and imagination	Empowering	Emotional resilience
Strategic perspective	Developing	Motivation
Engaging communication	Achieving	Interpersonal sensitivity
		Influence
		Intuitiveness
		Conscientiousness

The contribution of EQ is more remarkable than IQ and MQ in the leader's overall performance. The research also suggested that emotional resilience, motivation, intuitiveness, conscientiousness holds more importance (Dulewicz, Young, Dulewicz, 2005). The leader assists supportive relationships among team members and motivates everyone for collective action (Sadri, 2012; Higgs, Aitken, 2003). People with high EI levels have better career growth, stronger relationships, effective leadership, and better mental health than others with lower emotional intelligence (Côté, Lopes, Salovey, Miners, 2010; Zeidner, Matthews, Roberts, 2004; McCleskey, 2014). A study of 189 undergraduates found that leaders' emotional intelligence has an impact on their followers' satisfaction and behaviour (Wong, Law, 2002). According to a survey of 929 managers, emotional intelligence impacts leadership performance mediated by collaborative behaviours at work (Guillen, Florent-Treacy, 2011). It can be assumed that emotional intelligence, in particular, is vital for effective team interaction and productivity. The practical work team characteristics are cohesiveness, communication, innovation, and support (Prati, Douglas, Ferris, Ammeter, Buckley, 2003; Sunindijo, Hadikusumo, Ogunlana, 2007). From a survey of 1258 employees, it is argued that a leader's EI significantly impacts their ability to lead effectively. The employee's perception of a leader's effectiveness is strongly related to EI (Kerr, Garvin, Heaton, Boyle, 2006). A survey of 256 employees from a public sector organization of south India revealed that emotional intelligence is a life skill for the employees working in the organization to effectively impart knowledge to subordinates and maintain friendly relationships with others in the organization (Anand, UdayaSuriyan, 2010).

*H0: There exists no relationship between EI and leadership style.*

*H1: There exists a relationship between EI and leadership style.*

*H0: There is no impact of EI on leadership style.*

*H2: There is an impact of EI on leadership style.*

## **Leadership styles**

### ***Transformational Leadership***

Transformational leaders (TL) are zealous and raise understanding among followers and motivate them to achieve extraordinary targets (Antonakis, Avolio, Sivasubramaniam, 2003). It comprises of the following factors:

- a) idealized influence refers to holding subordinates' trust and faith and acting as their role model;
- b) inspirational motivation indicates providing vision to others and helping them in focusing on their work;
- c) intellectual stimulation refers to how much the leader encourages others to be creative and think out of the box;
- d) individualized consideration shows a leader's concern for others well-being and pays attention individually to everyone in the group.

### ***Transactional leadership***

Transactional leaders (TSL) discuss their role requirements with subordinates and provides clarity on the reward they will receive with the compliance of the work (Vinger, Cilliers, 2006). It comprises of the following factors:

a) contingent reward shows how the leaders tell others to do what is required in order to get rewarded;

b) management-by-exception refers to the vigilant leader for meeting the desired standards and intervening after non-compliance.

### ***Laissez-faire leadership***

This style indicates the degree to which the leader avoids making decisions, delegates responsibility, and avoids using authority (Vinger, Cilliers, 2006). Laissez-faire leadership (LFL) can be considered a sign of respect for subordinates, leading to a sense of autonomy and self-control (Yang, 2015). These leaders allow subordinates to work in their own way and provide authority in making their decisions. They also ensure the subordinates take full responsibility for their decision (Chaudhry, Javed, 2012).

Emotional intelligence affects the leaders who exhibit a transformational leadership style. The leader's esteem, sociability, energy and stress are congruent with the ideal leader's behaviour (Duckett, Macfarlane 2003). The findings of a study of 24 project managers suggested that EI impacts transformational leadership and that transformational leaders positively impact performance. The leader and his style of leadership impact the job performance and satisfaction of employees.

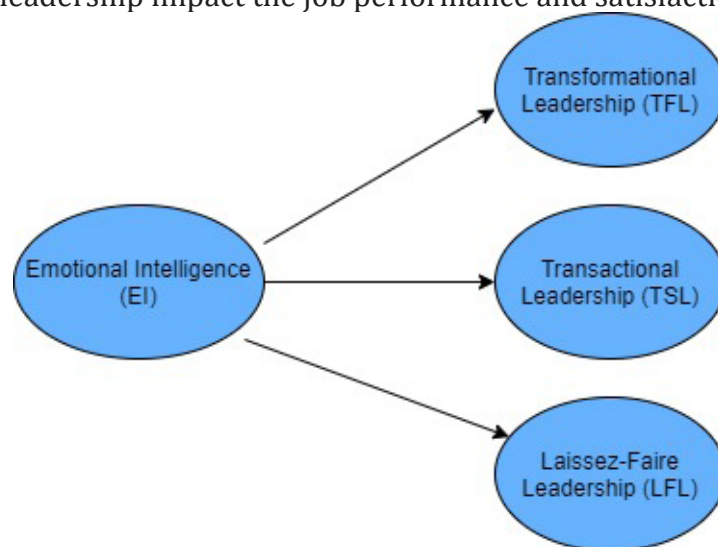


Figure I. Model of the study

There is research available explaining the relationship between emotional Intelligence and leadership. However, the research is limited and with much focus on only one style of leadership that is Transformational leadership (Mandell, Pherwani, 2003; Lindebaum, Cartwright, 2010; Hayashi, Ewert, 2006; Kim, Kim, 2017). As shown in Figure 1, this study attempts to study the relationship of EI with the three leadership styles: transformational leadership, transactional leadership, and laissez-faire leadership.

*H0: There exists no relationship between EI and TFL.*

*H3: There exists a relationship between EI and TFL.*

*H0: There exists no relationship between EI and TSL.*

*H4: There exists a relationship between EI and TSL.*

*H0: There exists no relationship between EI and LFL.*

*H5: There exists a relationship between EI and LFL.*



Schutte considered emotional intelligence as a higher-order factor by summing up the score to get a final total score. This study has adopted the same method of calculating the final emotional intelligence score (Schutte, Malouff, Bhullar, 2009). Transformational leadership was first proposed in 1973 (Bass, Avolio, 1994). In the present study, the “Multifactor Leadership Questionnaire”, form 6-S is used which comprises 21 items. The MLQ contains 45 items, out of which 36 items correspond to nine leadership factors and nine items represent three leadership outcomes (Bass, Avolio, 1992).

Based on the above literature following objectives are formulated for the study:

- 1) to explore the relationship of emotional intelligence and leadership style;
- 2) to study the relationship of emotional intelligence and transformational leadership;
- 3) to study the relationship of emotional intelligence and transactional leadership;
- 4) to study the relationship of emotional intelligence and laissez-faire leadership.

## Data descriptions

### Participants

131 senior-level managers of IT companies in NCR region of India participated in this survey.

### Materials and methods

#### *The assessing emotions scale*

It is a 33-item inventory in which the respondents rate themselves using a five-point Likert scale. The total EI score is calculated by summing up all of the items together. There is reverse coding of items 5, 28 and 33. The higher the points achieved, the higher is the level of emotional intelligence (Schutte, Malouff, Bhullar, 2009).

Multifactor leadership questionnaire, Form 6S. It is a 21-item inventory grouped into three styles i.e. transformational, transactional and laissez-faire leadership. The three styles are calculated by grouping the seven factors: idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingency reward, management-by-exception, and laissez-faire leadership. The respondents rate themselves on the given items using a five-point Likert scale. (Vinger, Cilliers, 2006).

### Data processing

SmartPLS 2.0 and SPSS 23 were used to conduct the statistical analyses.

## Results

### Demographic profile

The analysis of demographic variable Age is shown in Table 2 and Gender in Table 3. It is clearly seen that most of the respondents were male of age 25–34 years.

Table 2. Demographics (Age)

	Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25–34	112	85.5	85.5	85.5
	35–44	13	9.9	9.9	95.4
	45 and above	6	4.6	4.6	100.0
	Total	131	100.0	100.0	

In this study hypothesis testing was conducted through SmartPLS 2.0 adopting PLS-SEM technique and also correlation is calculated by Pearson’s correlation method with the help of SPSS

23. The analysis is done by examining the measurement model. The reliability and validity of all items in the questionnaire is also studied.

Table 3. Demographics (Gender)

	Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	64	48.9	48.9	48.9
	Male	67	51.1	51.1	100.0
	Total	131	100.0	100.0	

Following the measurement model, the path analysis was conducted to evaluate structural model to analyze the relationship between the independent and dependent variables.

### Measurement model

The evaluation of measurement model includes determining convergent validity, average mean (AVE) and composite reliability (CR). For convergent validity, the loadings that are higher than the accepted value of 0.400 are retained (Hair et al., 2010). Two factors from each construct are deleted below the accepted value (Table 4).

Table 4. Convergent validity, composite reliability, and AVE

Items	Loading	$\alpha$	CR	AVE	Items	Loading	$\alpha$	CR	AVE
Emotional intelligence		.9707	.9726	.5402	EI6	.7271			
EI1	.7187				EI7	.6289			
EI10	.8843				EI8	.7439			
EI11	.4084				EI9	.8101			
EI12	.6105				Transformational leadership		.8695	.9116	.7212
EI13	.7051				LE1	.7551			
EI14	.7963				LE10	.7982			
EI15	.5141				LE11	.8113			
EI16	.6863				LE15	.7586			
EI17	.8396				LE16	.8782			
EI18	.7842				LE17	.8983			
EI19	.6072				LE18	.8393			
EI2	.8376				LE2	.7281			
EI20	.848				LE3	.6965			
EI21	.6055				LE4	.7499			
EI22	.7356				LE8	.6177			
EI23	.8279				LE9	.7596			
EI24	.892				Transactional leadership		.7396	.8713	.7736
EI25	.732				LE12	.815			
EI26	.7567				LE19	.7739			
EI27	.7809				LE20	.8276			
EI29	.8213				LE5	.8149			
EI3	.6589				LE6	.7131			
EI30	.8538				Laissez-faire leadership		.7406	.8849	.7936
EI31	.7616				LE14	.5577			
EI32	.7544				LE21	.7785			
EI4	.6767				Leadership		.7581	.8477	.5852
EI5	.4722								

Note: Source: SmartPLS 2.0; \* — CR = composite reliability, AVE = average variance extracted.

As depicted in the above table AVE of all the dimensions were above the accepted value of 0.500 (Fornell, Larcker, 1981). The CR values above 0.7 are acceptable (Hamid, 2017). Additionally, the Cronbach's alpha was also above the accepted value of 0.6 (Ursachi, 2015).

The C. Fornell and D. F. Larcker criterion was used to determine the variables' discriminant validity. It is determined by comparing the square root of each AVE in the diagonal to the off-diagonal correlation coefficients (Fornell, Larcker, 1981). This shows that the measurement model is adequate for evaluating the model's structural properties.

Table 5. Discriminant Validity of EI, LFL, TL and TFL based on criterion (Fornell, Larcker, 1981)

Variables	Emotional Intelligence	Laissez-faire leadership	Transactional leadership	Transformational leadership
Emotional Intelligence	.735*			
Laissez-faire leadership	.389	.891*		
Transactional leadership	.305	.6927	.879*	
Transformational leadership	.367	.7857	.8475	.849*

### Structural Model

The structural model was analyzed to find out the relationship between emotional intelligence and leadership and styles of leadership. Table 5 depicts the results of path coefficient analysis conducted to study the relationship of the variables.

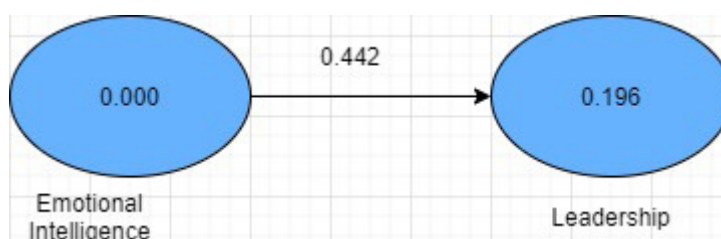


Figure 2A. Structural model

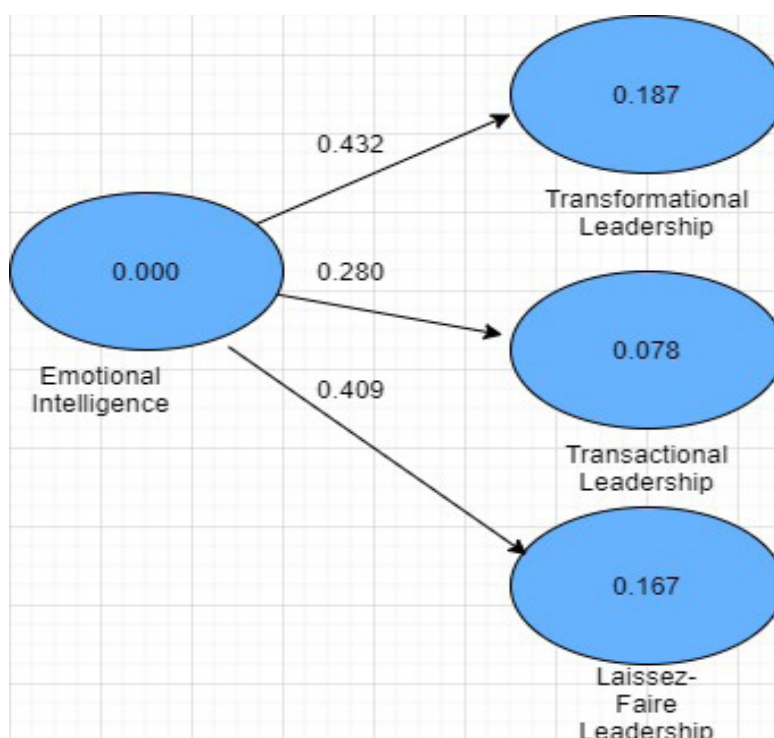


Figure 2B. Structural model

The first hypothesis was to identify the relationship between EI and leadership style. The path coefficient analysis revealed that there exists a relationship between EI and leadership ( $\beta = 0.442$ ,



$t = 11.3352, p < 0.05$ ). The findings clearly show that emotional intelligence and leadership have a positive relationship as  $t$ -value is greater than 1.96, the threshold value for  $t$ -statistics. Therefore, the alternate hypothesis has been accepted.

The second hypothesis was to study the impact of EI on leadership styles. The  $R^2$  value is the proportion of the variance in the dependent variable explained by the independent variable. The above table indicates the  $R^2$  value for EI and leadership is 0.1957, which indicates 19% of leadership variance can be explained by emotional intelligence. The  $R^2$  value for EI and transformational leadership is 0.1441, which indicates that emotional intelligence explains 14.4% of transformational leadership variance. The  $R^2$  value for EI and transactional leadership is 0.0908, which indicates only 9 % of transactional leadership variance is explained by emotional intelligence. The  $R^2$  value for EI and Laissez-faire leadership is 0.1743, which indicates that emotional intelligence explains 17.4% of laissez-faire leadership variance. Therefore, the alternate hypothesis has been accepted.

The third hypothesis was to identify the relationship between EI and TFL. The path coefficient analysis revealed that there exists a relationship between EI and TFL ( $\beta = 0.433, t = 11.8741, p < 0.05$ ). The findings show that EI and TFL have a positive relationship as  $t$ -value is greater than 1.96, the threshold value for  $t$ -statistics. Therefore, the alternate hypothesis has been accepted.

The fourth hypothesis was to identify the relationship between EI and TSL. The path coefficient analysis revealed that there exists a relationship between EI and TSL ( $\beta = 0.280, t = 5.8832, p < 0.05$ ). The findings show that EI and TSL have a positive relationship as  $t$ -value is greater than 1.96, the threshold value for  $t$ -statistics. Therefore, the alternate hypothesis has been accepted.

The fifth hypothesis in this study was to identify the relationship between EI and LFL. The path coefficient analysis revealed that there exists a relationship between EI and LFL ( $\beta = 0.408, t = 8.7673, p < 0.05$ ). According to the findings, EI and LFL have a positive relationship as the  $t$ -value is greater than 1.96, the threshold value for  $t$ -statistics. Therefore, the alternate hypothesis has been accepted.

Table 6. Hypothesis testing

Hypothesis	Beta value	Std. Error	$t$ -value	$R^2$	Decision
EI -> Leadership	.442	.039	11.335*	.196	Significant
EI -> TFL	.433	.036	11.874*	.144	Significant
EI -> TL	.280	.048	5.883*	.091	Significant
EI -> LFL	.408	.047	8.767*	.174	Significant

Note: Source — Smartpls 2.0; \* — represents  $p < 0.05$ .

Table 7. Pearson correlation

Variable	Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership	Leadership	
SUM_EI	Pearson Correlation	.367**	.305**	.389**	.366**
	Sig. (2-tailed)	.000	.000	.000	.000
	$N$	131	131	131	131

Note: \*\* — At the 0.01 level, correlation is significant (2-tailed); Source: SPSS 23.

Also, the study is to identify the effect, if any, of emotional intelligence on leadership and the leadership styles — transactional leadership, transformational leadership, laissez-faire leadership. Table 7 shows that emotional intelligence is positively correlated to leadership and also different styles of leadership. The strongest relationship between EI and TFL is seen from the findings ( $r = .367$ ). Emotional intelligence is positively correlated with overall leadership as well with  $r = .366$ . Followed by LFL ( $r = .389$ ) and the least correlated style TSL ( $r = .305$ )

## Conclusion

The current study was conducted with a primary objective to explore the relationship between EI and three different leadership styles. The first objective was to study the relationship between Emotional Intelligence and Leadership style. Results obtained confirmed a positive relationship between EI and Leadership style ( $r = .366$  at 0.001 significance level and  $t = 11.3352$ ). The effect of EI on leadership is moderate because EI can explain only 19.5 % of variance in the leadership style.

The second objective was to explore the relationship of EI and TFL. Results obtained confirmed a positive relationship between EI and TFL ( $r = .367$  at 0.001 significance level and  $t = 11.8741$ ). The TFL includes four factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The results obtained are supported by previous research which explains the dimension of effective leadership which are affected by the Emotional Intelligence of leader are motivation, performance management, relationship management and effective communication (Law, Wong, Song, 2004; Dulewicz, Young, Dulewicz, 2005; Sadri, 2012; Gujral, 2016). Although, as per the results, the effect of EI on TFL is also moderate as it can explain only 14.4 % of the variance in transformational leadership.

The third objective was to study the relationship between EI and TSL. The results confirmed a positive relationship between EI and TSL ( $r = .305$  at 0.001 significance level and  $t = 5.8832$ ). The TSL includes contingent reward and management-by-exception. The effect of EI on TSL is moderate and explains only 9 % of variance in this leadership style. The last objective was to study the relationship of EI and LFL. The results show a positive relationship between EI and LFL ( $r = .389$  at 0.001 significance level and  $t = 8.7673$ ). The effect of EI on LFL is also moderate as it is evident from the result that it can explain only 17.4 % of the variance in this leadership style.

A leader's EI is a crucial component of effective leadership. Many researchers have concluded that a high EI level enables the leader to be aware of emotions and manage them to motivate team members to work for the common goal of the organization (Sadri, 2012; Higgs, Aitken, 2003; Wong, Law, 2002). It is evident from the results that laissez-faire, transformational, and transactional leadership are affected by the emotional intelligence of the leader. However, the strength of the effect is higher on TFL as compared to TSL and LFL. The previous research has shown emotional intelligence has no or negative effect on transactional and laissez-faire leadership style but the result of current study shows all the three styles of leadership are affected by Emotional intelligence (Gardner, Stough, 2002; Barling, Slater, Kelloway, 2000). Henceforth, it is concluded that EI of a leader positively impacts the leadership style adopted by him.

Based on the data presented above, it is concluded that the relationship between emotional intelligence and the three leadership styles is significant, and emotional intelligence has a moderate effect on leadership style. The R2 value for all the studied relationships is below 0.25 value, indicating that emotional intelligence moderately explains the variance in the leadership styles.

### Limitations of the study

The sample size collected is less as compared to the massive number of IT organizations in NCR. The response to the survey was very low. Also, the study included only managers for the survey. The results could be more précised if the survey could include the subordinates of the managers as well in the study.

### Recommendations

More research with a larger sample size will yield more significant results. The respondents should include both managers and subordinates for more reliable data and accurate results. Along with the fundamental variables, the other relevant variables should also be included in the research. Lastly, other factors should also be considered in studying the relationship to view the findings comprehensively.

### Conflict of interest

The work presented above is the author's original work and has not been published or submitted for publication elsewhere. I have acknowledged all the sources from which extracts have been taken for my work.

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# Взаимосвязь эмоционального интеллекта и стилей лидерства в индийских ИТ-компаниях

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**Аннотация.** *Цель.* Настоящее исследование направлено на изучение взаимосвязи между эмоциональным интеллектом и стилями лидерства — трансформационным, транзакционным и попустительским. *Дизайн.* Выборка состояла из ИТ-специалистов Национального столичного района Индии. Для сбора первичных данных были использованы стандартизированные инструменты, включая «Шкалу оценки эмоций» и «Многофакторный опросник лидерства». Собранные с помощью структурированного вопросника данные были проанализированы с использованием SmartPLS 2.0 и SPSS 23. *Результаты.* Результаты показали, что существует связь между эмоциональным интеллектом и лидерством. Результаты показали, что эмоциональный интеллект взаимосвязан со всеми тремя стилями лидерства: трансформационное лидерство, транзакционное лидерство и попустительский стиль. Наиболее существенная связь эмоционального интеллекта была обнаружена с трансформационным лидерством, а самая слабая — с транзакционным лидерством. *Практический смысл.* Это исследование предполагает, что организациям следует нанимать менеджеров с высоким уровнем эмоционального интеллекта для повышения производительности и проводить обучение для повышения уровня эмоционального интеллекта сотрудников. *Оригинальность и ценность результатов.* Существуют более ранние исследования, посвящённые эмоциональному интеллекту лидера и стилям лидерства, влияющим на эффективность организации. Однако в настоящее время интерес представляет роль эмоционального интеллекта, которую он играет в различных стилях лидерства.

**Ключевые слова:** эмоциональный интеллект; лидерство; стили лидерства; эффективность лидерства; трансформационное лидерство; транзакционное лидерство; попустительский стиль лидерства.