THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TRANSFORMATIONAL & TRANSACTIONAL LEADERSHIP STYLES AND MODERATING ROLE OF GENDER: A STUDY IN TURKISH ENERGY SECTOR

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ABSTRACT

We are experiencing the information age and the characteristics of this age are the use of high technology, the alternating structure of workforce and the increase in competition which in today's business life levering the expectations from the leaders more than the classical/traditional definitions of them. In our world of today, the classic/traditional leader- follower relation has no more room and the leader has to be in a close relationship with the follower. In this respective, the concept of emotional intelligence has become the main subject of business life and the importance of emotional intelligence in the structure of the relationship that the leader builds to form is being discussed more and more. This study examines the relationship between emotional intelligence and transactional, transformational leadership styles with the moderating influence of gender. The study was conducted on a number of companies in Energy sector in Turkey on 216 white-collar employees who are at the middle and upper-level management. The results of the study show that emotional intelligence has a positive relation with transformational leadership. Emotional intelligence has a positive relation with transactional leadership except that relationship management of emotional intelligence is not statistically significant with passive management by exception dimension of transactional leadership. In terms of using transactional or transformational leadership style based on different gender, no differences were found. Additionally, the results show that female managers score higher at self-awareness and social awareness concepts than male managers.

Keywords: emotional intelligence, leadership, transactional leadership, transformational leadership, gender

ÖZET

Çağımızın bilgi çağı olması, kullanılan yüksek teknolojiler, işgücünün değişen yapısı, rekabetçi ortamın giderek daha fazla güçlenmesi, bir liderin klasik lider tanımlamasından çok daha fazlasına sahip olmasını gerektiği anlaşılmıştır. Günümüzde klasik lider-izleyici ilişkisi kırılarak, izleyici ile daha yakın ilişkiye girilmesi gerekmektedir. Bu çerçevede duygusal zeka kavramı giderek gündeme gelmiş, ve liderin izleyicilerle kurması gereken iletişimde bu kavramın ne derece önemli olduğu tartışılmaya başlanmıştır. Bu çalışmada cinsiyetin moderator etkisi göz önünde bulunduralarak duygusal zekanın etkileşimsel ve dönüşümsel liderlik üzerindeki etkisi incelenmektedir. Çalışma, Türkiye'de enerji sektöründe faaliyet gösteren şirketlerde orta ve üst düzey yönetim seviyesinde çalışan toplam 216 beyaz yakalı eleman üzerinde yürütülmüştür. Araştırmanın sonuçları duygusal zeka ile dönüşümsel liderlik arasında pozitif bir ilişki olduğunu göstermiştir. Duygusal zeka ile etkişileşimsel liderlik arasında duygusal zekanın ilişki yönetimi boyutu ile etkileşimsel liderliğin alt boyutu olan istisnalarla yönetim (pasif) arasında istatistiki olarak anlamlı bir fark bulunamamıştır. Cinsiyet farkları bakımından da etkileşimsel ve dönüşümsel liderlik arasında bir fark bulunamamıştır. Ayrıca araştırma kadın yöneticilerin özfarkındalık ve toplumsal farkındalık anlamında erkeklerden daha başarılı olduğunu göstermektedir.

Anahtar Kelimeler: duygusal zeka, liderlik, etkileşimsel liderlik, dönüşümsel liderlik, cinsiyet

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LIST OF ABBREVIATIONS

IQ	Intelligence Quotient
EI	Emotional Intelligence
MLQ	Multifactor Leadership Questionnaire
MSCEIT	The Mayer-Salovey-Caruso Emotional Intelligence Test
SPSS	Statistical Package for the Social Sciences
KMO	Kaiser-Meyer-Olkin Measurement
LF1	Intellectual Stimulation
LF2	Individualized Consideration
LF3	Idealized Behaviors
LF4	Idealized Influence
LF5	Active Management by Exception
LF6	Contingent Reward
LF7	Passive Management by Exception
LF8	Inspirational Motivation
EI1	Relationship Management
EI2	Self-Management
EI3	Self Awareness
EI4	Social Awareness

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1. INTRODUCTION

Leadership is a very important factor when it comes to lead the organizations in business life. Throughout history, leadership concept did have a great effect for business life and many researchers worked on several theoretical studies about leadership. Although there are lots of different descriptions of leadership, in a summary, we can define as an interpersonal process to influence other people for the realization of certain targets (Hitt, Black, & Porter, 2012).

There has been a growing interest among researchers on the concept of emotional intelligence during the last decades. Today, both in social and business life, having the ability of emotional intelligence is recognized as a major qualification for success in management. According to many researchers having all characteristics of a successful leader does not assure success in business life. Today, emotional intelligence attracts even greater concern.

In recent years, companies are looking forward to maximizing their productivity and competitiveness capacity by making mergers or acquisitions and reengineering. But research shows that many of these attempts are not successful. The objective of maximizing productivity usually fails. The reason of such failures are explained by the lack of confidence among management and employees, crises, resistance to change, rising turnover rates, and job dissatisfactions (Kets de Vries, 2011).

Today, organizations focus on participatory management, which means the employee's participation in decision-making process, their feelings, emotions are taken seriously into consideration in nearly every segment of the business. Many research shows that all these factors directly affect employee satisfaction and loyalty. In another word, leaders take emotional intelligence into consideration because as a result of this attitude, higher-performing employees will be more in the working environment and there will be high productivity, efficiency, customer satisfaction, loyalty and profit for the companies (Gerson, 1999).

It is thought that the leaders with highly emotional intelligent create more competitive advantage for the organizations that they are involved. Some studies show that emotional intelligence has a notable influence on a leader besides his/her technical expertise and personal traits. When it turns to a leader's expressiveness, some researchers also believe that emotional intelligence may more important than IQ and technical abilities in some cases. It can be very clearly explained by Daniel Goleman's (1995) definition of emotional intelligence: "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." All these explanations show that a leader's success does not only depend on their technical expertise, skills or experience, it is also directly relevant how well leaders handle themselves and followers.

Today's theorists such as Cooper (1997), Mayer and Caruso (2002) believe that highly emotional intelligent leaders lead more effectively, motivate followers more successfully, build strong a communication network between teams, develop powerful and long-standing teams. According to the research of Schaef (1985), gender differences play a serious role in terms of different leadership styles. But this differences always do not show that one has superiority over the other. The difference may be caused from how they look at the leadership concept.

On the other hand, the study of Ciarrochi, Chan and Bajgar (2001) show that female managers have higher scores than males in terms of emotional intelligence. Other aspects such as detecting emotional cues, responding effectively to others, open to getting support from others and adaptability some emotion-based strategies are required (McClure, 2000; Joseph & Newman, 2010; Deane, Wilson & Ciarrochi, 2001).

This study consists of five main chapters. In the first chapter, the concept, the importance and the development process of leadership concept, transactional and transformational leadership styles are explained. In the second chapter, the description of emotional intelligence and its components are covered. In the third chapter, gender and its relationship to emotional intelligence and transformational, transactional leadership styles are explained. After covering the importance and purpose of the field study, the last part contains the research analysis, the results and the conclusion.

1.1 Purpose of the Study

Emotional Intelligence is a quiet new concept for the business life, but today many research shows that the individuals who have managing roles in business life should seriously take emotional intelligence factor into consideration to be able to reach satisfying results. Emotional intelligence helps leaders to understand their own feelings, other's feelings, to motivate themselves by using their own feelings, to manage and direct others as well.

The purpose of this study is to investigate the relationship between emotional intelligence and different leadership styles with a gender comparison in the Turkish energy sector. Transactional and transformational leadership styles are explored in this study. The importance of emotional intelligence and how emotional intelligence effects today's business life is presented. In another sense, this study examined a manager's emotional intelligence level as it relates to the leadership style they practice. If a relationship does exist, this finding can be used by companies for training purposes and for the selections leaders. The study also analyzes different leadership styles and their effects on the employees depending on their different emotional intelligence levels.

1.2 Importance of the Study

There is no empirical research carried out on emotional intelligence and its effects on different leadership styles in the Turkish energy sector. Therefore, the study will provide a meaningful contribution to Turkish business literature.

Transactional and transformational leadership styles have substantial effects on the business life. This study will examine two leadership characteristics and the relationship between emotional intelligence, whether there is a positive relationship between emotional intelligence level and those leadership styles with the moderating role of gender.

The importance of this study is,

- Emotional intelligence is a new concept in business life, and not much research is found. For this reason, the main importance of this study is that it is focused on the relationship between emotional intelligence and transactional and transformational leadership styles, and the influence of different emotional intelligence level on the followers especially in the Energy sector in Turkey.

- There is no empirical research on the relationship between emotional intelligence and transactional and transformational leadership styles in Turkish Energy sector, so the results of this study will be a significant guide for the researchers who want to work on emotional intelligence and leadership in Turkish energy sector.
- The results of the study can be taken into consideration by the organizations in assessing their managers' leadership styles and integrating emotional intelligence concept into their management development programs.

2. LEADERSHIP

This chapter provides core knowledge about leadership; leadership concept, leadership and management relationship and leadership theories are presented in detail.

2.1. Definitions of Leadership

For many centuries, people need to live together. According to the nature of individuals, they look forward to having a leader for their groups for many different necessities. Leader's main talent is to recognize their follower's feelings, emotions, and needs. By this way, they create a certain route for those followers to reach a determined target. There are tangible features for the leaders. Leadership has been defined in terms of characters, behaviors, influence, interaction patterns, role relationship and occupation of an administrative position. Gary Yukl (2006) defines leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p.8). By this definition it is very clearly mentioned that leadership is a process; meaning, from beginning till the end, a leader should understand the feelings, needs and emotions of the followers and then the leader should clearly mention what the targets are and also transfer the necessary information to organize the followers for how they will reach those targets in a team spirit manner.

The components of leadership are as follows:

- Leadership is a process
- Leadership includes influencing others
- Leadership occurs within the context of a group
- Leadership involves goal attainment
- These goals are shared by leaders and their followers.

Some common definitions which are presented over the past 50 years as follows:

- "Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement and also is the initiation and maintenance of structure in expectation and interaction" (Stogdill, 1950: 3).

- "Leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal" (Hemphill & Coons, 1957: 7).

- "Leadership is the accomplishment of a goal through the direction of human assistants. A leader is one who successfully marshals his human collaborators to achieve particular ends" (Prentice, 1961: 143).

- "Leadership is the interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals" (Tannenbaum, Weschler & Massarik, 1961: 24).

- “Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization” (Katz & Kahn, 1978: 528).

- “Leadership is an influence process that enables managers to get their people to do willingly what must be done, do well what ought to be done” (Cribbin, 1981).

- “Leadership is the process of influencing the activities of an organized group toward goal achievement” (Rauch & Behling, 1984: 46).

- “Leadership is an attempt at influencing the activities of followers through the communication process and toward the attainment of some goal or goals” (Donelly, Ivancevich & Gibson, 1985: 362).

- “Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation” (Hersey & Blanchard, 1993: 86).

- “Leaders are those who consistently make effective contributions to social order, and who are expected and perceived to do so” (Hosking, 1988: 153).

- “Leadership is a development of a clear and complete system of expectations in order to identify evoke and use the strengths of all resources in the organization the most important of which is people” (Batten, 1989: 35).

- "Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members…Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can exhibit some amount of leadership…" (Bass, 1990: 19-20).

- "Leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project" (Cohen, 1990: 9).

- "Leadership is a process of giving purpose (meaningful direction) to the collective effort, and causing willing effort to be expended to achieve purpose" (Jacobs & Jaques, 1990: 281).

- "Leaders are individuals who establish direction for a working group of individuals who gain commitment from this group of members to this direction and who then motivate these members to achieve the direction's outcomes" (Conger, 1992: 18).

- "Leadership requires using power to influence the thoughts and actions of other people" (Zalenik, 1992).

- "Leadership is that process in which one person sets the purpose or direction for one or more other persons and gets them to move along together with him or her and with each other in that direction with competence and full commitment" (Jaques & Clement, 1994: 4).

- "Leadership is the art of mobilizing others to want to struggle for the shared aspirations" (Kouzes & Posner, 1995: 30).

2.2 Leadership Versus Management

Leadership and management concepts are more different than they are similar. A manager needs to allocate the existing resources to the essential objectives of the organization. While doing this allocation, a manager has to set the priorities of the organization. A manager controls, designs the work for a success result, administers all or particular part of the company, legislates, regulates and also needs to have the responsibility of setting goals (Kotter, 1999). A successful manager has to be sure that employees are aware of those goals and the objectives are all clear. If the connection between employee's awareness of the goals and manager's targets does not link to each other properly, then there will be a confusion and the results will be a failure. A manager's main responsibilities are; solving the problems, establishing, following the rules and the procedures, planning, preparing budgets, hiring or firing employees, controlling potential risks and avoids conflicts. Managers generally do not work with others in a harmony because they establish their own agendas and guidelines and wait from others to agree with. They look at the results, numbers and outcomes, in another word the most important for them is hitting goals. Leadership, on the other hand has been defined as a process in which a person inspires an organization and motivates followers to accomplish common objectives.

A leader concentrates the followers for the creation of a common vision by persuading not commanding them, and also motivates, manages the changes successfully, develops people, creates, innovates, looks for the new opportunities, not afraid of taking risks.

Leaders have to inject passion into the decision-making processes. They need to encourage the followers to contribute to the development of the organizations by gaining their individual attention. Leadership is totally an action, not a position like management. To the contrary of a manager, a leader challenges the status quo. A manager tries to keep the existing system and wants everyone to follow.

According to John P. Kotter (1999); the most important three things that a manager does regularly are listed below:

- Plans and budgets:
- Organizes and staffs:
- Controls and solves problems:

The main three things that a leader does regularly are listed below:

- Establishes direction:
- Aligns people:
- Motivates and inspires:

Perhaps the most important thing that a leader will need is emotional intelligence. Leaders need to recognize their own feelings, control their emotions to guide the emotions in others accordingly. During managing the changes, such as hierarchical management model changes or cultural changes, a leader needs emotional intelligence to motivate and inspire the followers for the new processes.

2.3 Leadership and Power

Power is an ability to forward others to act as one's own requests. A leader uses different power types to push followers to act desirably. There are several different classifications for power types, but in this part, the commonly used 5 types will be disclosed in detail.

2.3.1 Types of Power

According to French and Raven (1999) power types and sources can be described as follows:

Coercive Power: Coercive power is based on a power against the followers in which the leader led them to fear to reach the determined goals. Behaviors based on punishing such as employment termination, assigning to a different position, deduction from salary can be given as examples of the coercive power of a leader. Using the coercive power in an organization creates disturbance between the followers and causes lack of motivation, performance decreases, and conflicts.

The leaders who use this kind of power has a weak psychology, followers generally slow down their businesses or use their strike rights to be able to push their leaders to accept their requests (Eren, 2003).

Legitimate Power: Legitimate Power basically states official authority. Accordingly, if followers accept that any particular position has a given authority, then it means that they accept their managers who have those positions have a right to ask them for a specific requirement. Based on the legal power, almost every organization has a leadership hierarchy (Turkel, 1994).

Reward Power: When a leader has an opportunity of having the source of rewarding and as a conclusion rewards the followers, it is possible for that leader to use this as a power tool. Providing wage increase, promoting, giving more responsibility, offering a better position, praising and appreciating are examples of power sources. It is possible to divide these sources into two types as; social rewards and official rewards. If a manager has an opportunity to decide for one of these rewards for the subordinates, this means that the manager has a very important source for motivating them. There is a positive relationship between reward sources and reward power. If a leader has many kinds of different reward sources, then this means that the leader has more reward power (Eraslan, 2004).

Referent Power: Referent power source is directly related to the personality of the leader. Influencing the followers, reflecting their wishes and expectations are the bases of this power. This is more related to personal characteristics and behaviors of the leader (Kocel, 2003). This power will make the leader more attractive in the eyes of the followers and by this way it will be much easier to influence them.

Expertise Power: Expertise power is a personal power arising from the knowledge and expertise of a leader in a certain area. If a leader is perceived as knowledgeable and experienced by the followers, then it will be very easy for that leader to influence them. Besides; when a manager becomes a source of information for the subordinates and solves their problems, this will increase the ability to influence the followers (Kocel, 2003).

2.4. The Development of Leadership Theories

Several research has been done about the concept of leadership and accordingly many theories were developed. Leadership studies have been started in the first half of the 20th century called as Trait Theory. According to this theory, researchers concentrated specifically on leader's personal traits. Depending on leader's age, gender, intelligence, height, weight, self-confidence, interpersonal relations, honesty, expansiveness, conciseness etc. optimal traits are presented and explained as having such personal traits differentiate the leaders than the others. Traits theory was underlying, the oldest and the simplest leadership approach of the Great Man theory (Luthans, 1995).

Although some traits were found as applicable for describing a leader, some research showed that the absence of some certain traits did not always mean that the person was not a leader.

After a certain time, intensely by American behavioral scientist worked on "behaviorism" concept. Behavioral theories are leadership theories that determined behaviors which separated effective leaders from un-effective leaders. Behavioral theories handle leaders by their behaviour patterns not by their personal traits. Behaviors such as communication style with the subordinates, the delegation of authority, planning and controlling style etc. are determining the effectiveness of a leader. Afterwards, it has been recognized by the researchers that personal traits and behavioural approaches are inadequate for describing a successful leader. Contingency Theories concentrated on situations, which means, beside a leader's traits and behaviours, situations and conditions are very critical for the success of a leader. In one case a leader might achieve but the same leader might not be successful in a different organization depending on a different situation. According to this theory, effectiveness of a leader depends on the harmony of human behaviours and their task-oriented tendency. The importance of situational factors have been raised and their direct effects to the leadership behaviours have been studied (Ekeland, 2005).

By the end of the 20th century, contemporary theories about leadership concept have been composed. In this period, perspective to human and organizations have also been changed. Growth and profitability were the main objectives of the organizations previously but during this period, additionally human's living environment became one of the most important components of the organization's objectives. Human became the most important factor of production. In this sense, the core meaning of leadership is changed as determining organizational objectives with employees, transforming culture by allowing everyone to easily adapt, supporting followers for discovering their own capabilities and for a leader instead of walking in front of the followers, walking with them for a common goal became one of the most important approach (Ekici, 2006:128).

2.5. Leadership Theories

As development stages of leadership concept are explained in previous part in a chronological order, there is not a common way of defining leadership concept. Over the years, many theories have been developed by researchers to understand the concept of leadership, including great man theory, trait theories, behavioural theories, contingency theories and finally contemporary models of leadership (Ekeland, 2005).

2.5.1 Traits Theories

Traits theories are first developed in the first half of 20th century. The main idea of the researchers was considering the personal traits of the leaders. Even including the demographic characteristics of a leader, the researchers were trying to reach to an optimal leader models. Besides the demographic characteristics, personal traits such as self-confidence, honesty, communication skills, interpersonal relations, conciseness etc. were taken into consideration to differentiate the leaders than the others. According to trait theory, it is a fact that most of those traits which were used by researchers to define a leader was inherited traits that came by inborn.

2.5.2 Behavioural Theories

The main idea of the behavioural theory is a leader can be shaped, later on, all the traits and characteristics of a leader do not come by inborn. The main studies which explain behavioural theory are as follows:

- Ohio State Leadership Theory
- Michigan Leadership Theory
- Managerial Grid

2.5.2.1 Ohio State Leadership Theory

The state University of Ohio has a great contribution in developing the leadership theories with their studies to which the leadership behaviors are focused on two factors; consideration and initiating structure.

As per Boss, consideration factor stands for the leaders who present a participative management by involving the members in decision-making process, who works to create a friendly and an easygoing environment, build trust, confidence, and friendship. This kind of leadership is the individually oriented leadership however in contrary the second factor, which is initiating structure, is a task-oriented leadership. In this leadership style, the members' participation in decision-making is not needed; the leader takes the initiatives and the leader wants to directly organize the members by defining standards, deadlines and objectives to complete the given task (Bass, 1990).

2.5.2.2 Michigan Leadership Theory

University of Michigan, in the same period as the State University of Ohio, was studying on leadership behaviors. The purpose of the studies was focused to examine the effectiveness of the leader behaviors. The result of the studies showed that there were three types of leadership behavior and the difference was between effective and ineffective managers. The behaviors of the leadership are defined by Yukl (2006) as follows;

Task-oriented behavior: In this kind of behavior, the effective managers are mainly focused on the level of productivity. In order to complete the task in an effective and productive way, planning and coordinating the methods and approaches of the subordinates to the task were their focus points.

Relations-oriented behavior: The effective managers, similar to the State University of Ohio studies, present a participative management style, taking into consideration their problems, supporting them, showing appreciation for their contributions and granting them a controlled freedom in their working methods.

Participative Leadership: In this type of leadership, group meetings were held to provide the participation of the members and the leader instead of focusing one by one on each individual supervises the whole group. The supervision of the manager is focused on ensuring an effective, problem solving and constructive meeting.

The model developed by Rensis Likert, as a continuation of University of Michigan studies, is focused on understanding and grouping the leader behaviors. This model is grouped under 4 systems;

***System 1 (Exploitative authoritative)*:** There is a mutual distrust between the subordinates and the managers. The subordinates are driven by punishment, threat and fear. Decisions are taken on the upper management level and the communication is done one way starting from the top management to the subordinates, following the hierarchy.

System 2 (Benevolent authoritative): In this leadership style, subordinates behaviors are driven by caution and fear. The motivation factors used on the subordinates are economical instruments and the punishment. Comparing with the first system, the level of trust is a little more and the communication is not exactly one way, subordinates are able to communicate but very limited.

System 3 (Consultative system): The level of trust is at a high level. The motivation instruments are rewards, the consideration of the subordinates and rarely punishments. The communication is run in two ways. Subordinates have some autonomy on decision-making processes regarding the working methods.

***System 4 (Participative system)*:** There is a full trust between the subordinates and the management. There is a participative management and the subordinates are involved in the decision-making process. The motivation factors are economical and autonomous (Blanchard et al., 1993).

2.5.2.3 Managerial Grid

Blake and Mouton, who are the researchers of the University of Ohio and Michigan University, developed this model. This model is mostly used in training programs focused on the organizational development and gathers the factors affecting the behaviors of the leaders under two groups.

1,1 Impoverished Management: Minimum efforts spent by the leader to get the work done by the subordinates. There is a minimum level of concern on production and people.

1,9 Country Club Management: The leader is sensitive and is leading to a friendly and easygoing organization, however, the focus on the tasks and production is low.

5,5 Dampened Pendulum (Middle of the road): The leader is trying to build up a balance between the job satisfaction of the subordinates and achieving the results and tasks. None of the parties are satisfied.

9,1 Task Management: Is also called dictatorial style. There is a high concern on production and very low concern on job satisfaction.

9,9 Team Management: The leader is both focused on a high productivity and job satisfaction with the commitment and participation of the members. There is a high level of respect and trust (Bass, 1990).

2.5.3 Situational Leadership Theories

There is a variety of factors affecting the behaviors of the leader. Motivation and the ability of the followers are important factors of situational decisions.

There is no a best leadership style that is fitting in all situations so the best leadership style can be defined as the one that is adoptable upon the different situations.

2.5.3.1 Hersey and Blanchard's Situational Leadership

This theory is developed by Paul Hersey and Kenneth Blanchard in 1977 and is a combination of the leadership theory of State of Ohio University and Blake and Mouton's managerial grid. The most critical point of the theory is the situational differentiation in the maturity level of the followers. The factors affecting the maturity of the followers are expertness, life, experience, competence, business knowledge, position, personality characteristics, the level of autonomy, their perception of the leader, level of specifications and expectations from the leader. Effective leadership style is the one that can be adopted depending on the maturity of the followers (Ekeland, 2005).

2.5.3.2 Vroom and Yetton's Normative Model

There are four main decision procedures in this model and it analyses how the decision behaviors of the leader affects the decision quality (increases in line with the involvement of the followers), decision acceptance (commitment of the followers to implement the decision), subordinates satisfaction with the decision process and the development of participant skills.

Autocratic decision: The manager is the only decision maker; there is neither involvement nor influence of the other people on the decisions.

Consultation: Other people's opinions are taken into consideration however the manager takes the decision alone.

Joint decision: The decision is taken together with the participation of the others and the influence of the parties on the decision is equal.

Delegation: The manager authorizes the individual or the group in the decision-making process. The manager may define the limits (Yukl, 2006).

2.5.3.3 Path-Goal Theory of Leadership

This theory is developed by House and Mitchell and it focuses on how the followers are influenced by the leader in terms of satisfaction and performance. The role of the leader in motivating the followers should include clarification of performance goals.

The theory contains four leader behaviors;

Supportive Leadership: Considers the needs and desires of the subordinates. Is easy to communicate with, behaves friendly and equal to everyone.

Directive Leadership: Clarifies the expectations from the subordinates, guiding them with technical information.

Participative Leadership: The ideas and opinions of the subordinates are taken into consideration seriously.

Achievement Oriented Leadership: Challenging targets are set and the subordinates are shown full trust in achieving the targets. Maximum performance is expected from them (Yukl, 2006).

2.5.4 Contemporary Leadership Theories

Today it is possible to mention about unlimited leadership styles. Every approach about leadership suggests different leadership models. In this study, today's most researched two styles, transactional and transformational leadership styles will be explained depending on the importance of authority use and how they differ from each other and how these two different styles effect today's organizations. Present developments in leadership are centered upon transformational and transactional styles (Hackman, Hills, Furniss, & Peterson, 1992). These two leadership classifications were first made by Burns and Bass in 1978.

2.5.4.1 Transformational Leadership

Transformational Leadership concept was first presented by Burns and improved by Bass. In this leadership style, is has been explained as the past periods of the organizations are not important as today and the future. A transformational leader directs the followers by the outstanding values such as freedom, peace, equality and humanism. Emotional factors such as fear, stress, jealousy, and excessive competition are deactivated (Kırel, 2001). Transformational leaders inspire their followers as they have very important tasks, direct and canalize them to a vision (Eren, 2004). Followers believe, respect and rely on leaders. The leader changes and motivate the followers by enabling them to realize the importance of achieving good performance and how this effects their self-development and success and accordingly how this performance lets

them achieve the objectives of their organizations and by this way it would be possible for the followers to satisfy their needs at a higher level (Ercetin, 1998).

The talent of creating organizational commitment of employees in order to reach the targets set, materialize the mission and strategies, creating significant changes in the behaviors and the expectations of the organization members are called as transformational leadership.

The responsibility of transforming the organization is not only on the shoulders of the top executives but all of the leaders holding different levels in the organization participate and consequently, all the individuals are involved in this process in transformational leadership style (Burns, 1978).

It is highly important for the subordinates to be motivated, to be supported with meeting the personal development needs and to be paid attention. According to Yukl (2006), transformational leadership is basically related with this kind of behavior, representing more relationship-focused approach than change-focused relations.

A transformational leader is a person who can change the needs, beliefs and the values of the followers (Kocel, 2003). Change and reform are very important, but dedication to the past is less significant for these leaders. Those leaders have innovative character. Transformational leaders make changes to assigned positions of the organizations, strategies, and operating processes. According to transformation leadership approach, followers are rewarded by interior motivation tools and based on a personal value system such as ensuring justice and coordination (Erkus & Gunlu, 2008).

Bass is an academician whose intensive studies about transformational leadership style are published in the journals reaching over 400 articles and also the 13 books are written by him. According to the case studies of Bass (2003), transformational leaders are the leaders who carry out the followers' potential to the highest limits by increasing their motivation and success degree that no one could expect to be reached.

Innovative subordinates are very important for transformational leaders. They aim to create their followers as thinking critically and independently because only by this way their followers can make an important contribution to their organizations. They take risks and not afraid of making mistakes. They think that those mistakes are good opportunities for them to develop themselves (Tengilimoglu, 2005).

Bass and Avolio (1994) formulised the components of transformational leadership model as the idealized influence (charisma), inspirational motivation, intellectual stimulation and individualized consideration.

Idealized influence (charisma): Refers to the ability of the acceptance of radical changes in the organizations, leader's sense of trust and ensuring the recognition by the followers.

Inspirational motivation: Refers to the communication ability of the leader while using to achieve the important objectives. In another word, regarded the leader as a figure who motivates the followers to exhibit appropriate behaviors and inspires the others.

Intellectual stimulation: Leaders give value to creativity and entrepreneurship in order to express that they support their follower's efforts constantly. This ability allows followers to revise their existing judgments and also allows them to change their point of views while solving the certain problems. At the same time, this ability encourages them to use comparison and metaphor techniques.

Individualized consideration: This component is concerned with individual analysis capabilities of the followers. It provides the contribution of the followers to the transformation process of the organization and determines their wishes, needs, values and abilities correctly (Gul & Sahin, 2011).

Based on the research of Erkus and Gunlu (2008), the result has shown that the leaders who have transformational leadership behavior gain significant and positive contributions to organizational activities. Transformational leaders are regarded as more effective than the other leadership behavior by the followers. It is determined that they make more contribution to organizational performance and success. It has been also identified that transformational leaders effect their follower's organizational commitment positively and they create a sense of confidence on their subordinates. Research has also shown that there is a positive and significant relationship between transformational leadership and team effectiveness; followers who have a transformational leader feel more competent and take more initiative.

2.5.4.2 Transactional Leadership

Transactional leaders exhibit behaviour to increase their follower's effort by rewarding them through ensuring more financial gain and better status (Eren, 2004). They do not concern about their follower's creative and innovator sides, they focus on their effectiveness and improvements about the tasks that they have been handling through the past. They continue their activities without making any change in their organizational culture and the vision. They care the past too much, they try first to protect the on-going processes which come from the past and then they try to improve those processes if possible for their success. Bass and Avolio (1994) describe the transactional leaders as they reward or punish their followers according to their performance; Burns defines transactional leaders as they lay emphasis on follower's job performances, their tasks and their task-oriented approaches. Besides all these, they seek to improve the performance of the followers within an organization by using rewards and punishments in order to the completion of the tasks (Mandell & Pherwani, 2003).

As simplifying the relationship between a superior and subordinate, firstly there should be two-way interactions between them. Secondly, according to this relationship a transactional leader gives their followers what they want in order to get the result that they want to see. As a result, both sides will be rewarded and satisfied (Kellerman, 1984).

After many research that have made by Bass, the traits of transactional leadership style are summarized as follows: (Eraslan, 2004)

Rewarding: Rewarding the success is the main duty of the leader. By rewarding the leader increases the efforts of the followers and promises to reward for good performance.

Exceptional Management: The leader intervenes in the situation when things go wrong. This dimension divided into two groups as active and passive. Active leaders search for the deviations of rules, standards and monitors; assigns correct steps when irregularities occur. Passive leaders intervene when standards are incompatible with the conditions.

2.6 Transactional and Transformational Leadership Comparison

Bass (1997) stated that transformational leaders are more promoted and produced better financial outcomes than transactional leaders, as a result of this situation, transformational leaders reached to higher success levels than transactional leaders. Bass (1997) also noticed that followers classified transformational leaders more efficient and adequate than transactional leaders. When EI scores are compared between transactional and transformational leaders, most of the research show that transformational leader's scores are higher than transactional leaders (Bar-On, 1997).

Several researchers have worked on the impacts of transactional and transformational leadership. As a result of a comparison between transactional and transformational leadership, employee ratings of satisfaction are higher in transformational leadership and top performing managers have more transformational leadership style (Hater & Bass, 1988). In the research of Keller (1995), it has been detected that group performance of the followers is higher when their leader has transformational leadership style.

The virtual leadership article of Stefano Ruggieri (2009) examines a total of 60 psychology students (33 female and 27 male students) and states that transformational leadership style is more effective than the transactional leadership and transformational leaders are defined as a better leader compared to the transactional leaders.

Transactional Leadership	**Transformational Leadership**
Concentrates on management tasks	Determines common values
Is a manager	Is a self-dedicated person
Manages followers	Inspires followers with vision
Current situation is important	Has long-term plans
Searches the causes	Cares the effects
Focuses on contingency reward	Empowers followers

Figure. 2.1 The Basic Differences of Transactional and Transformational Leadership

Source: Dawson T., Principle and Practice of Modern Management, New York, Tudor Business Publishing, 1993

As it is seen on figure 2.1, there are some basic differences between transactional and transformational leadership styles. Just to identify the basic differences, transactional leaders mostly concentrate on management tasks, act as a manager, managing followers is their main task, current situation of the organization is highly important for them, they search regularly the causes and they focus on contingency rewards.

On the other hand, transformational leaders mostly determine common values, they are generally self-dedicated persons, they inspire followers with a common vision, they generally have long-term plans, rather than looking at the causes they generally care the effects and they empower their followers.

3. EMOTIONAL INTELLIGENCE

Nowadays, the concept of emotion is one of the fundamental subjects in the field of person identification-oriented research. Emotions are various and complicated due to its development level, variability, depth degree, continuity and diversification.

3.1 Definition of Emotion

Word meaning of emotion states movement, with an extraction from this short definition; it has been accepted that emotions direct our movements. As per Goleman (2006), emotions enable us to make urgent plans to cope with life. Therefore, emotions protect us against to the unexpected situations.

As per Mumcuoglu (2202), emotion is also defined as per the process and intensity, describes itself in a behavior, points out adopting or non-adopting as functionality, the positive or negative sensation of the para-conscious or conscious situation.

As per Aristoteles, emotions are companions of ours that show up with our assumptions or phenomenon when we are cheerful or cheerless. They create desire but since they are not independent norms, they act together with our conscious functions (Konrad & Hendl, 2001).

As per Feldman, emotions are factors that have both conscious and psychological bases such as happiness, hopelessness and sadness affecting the behaviors (Cakar & Arbak, 2004).

Young is described the emotion as a process that raises up when perceiving the intra-environment, sets the visceral organs in motion and shows itself up as behavior and consciousness out of the body (Cuceloglu, 1999).

As per Mayer, Caruso and Salovey (2000), emotions are orientating and organized reactions containing psychological systems which are cognitive, psychological, motivational and observational. In another word, emotions have been described as inner cases coordinating the psychological sub-systems that include psychological reactions, perceptions and conscious awareness.

As per Cooper and Sawaf (1997), emotions are energy currents that activate the intra rising values of the individuals and shape the behaviors and they affect other individuals by expanding outwards. Emotions are strong organizers of ideas and actions. They are, even though it seems conflicting, essential for being reasonable and making the judgment. EI assists IQ when solving important problems or while taking critical decisions and shortens this process and makes it more eligible. Moreover to this, emotions awake curiosity and intuition to foresee the uncertain future and to plan the actions accordingly. Emotions are formed within ourselves. Each emotion carries out specific information and is a sign of a different situation. The emotions that we shape within ourselves show up in

different severities in order to transmit any message regarding the situation that we are in. Emotions are being indicators of a value that has to be questioned or an opportunity to be seized. Emotions, due to activating us or concentrating us at a certain point, are likened to the wake-up signal. The characteristics of emotions are asking questions, clarifying, increasing capacity, ensuring the learning and putting into practice. Emotions, in contrary to the traditional thoughts, apart from being positive or negative due to its nature, are fundamental human factors that present the eternal source of heuristic wisdom by functioning as the most powerful source of human energy, sincerity, and motivation. Emotions provoke the creativity as being a source by heart, make the individual honest to himself and ensure building trustworthy relations.

All the emotions, apart from being positive or negative, have different effects in individual's life. The effects of emotions in individual's life have showed up the concept of emotional intelligence that has been seriously discussed over the last twenty years. Nowadays, the human being is not only evaluated with its mind but also with its emotions.

3.2 Emotional Intelligence

Before Emotional Intelligence (EI) concept, “social intelligence” was first identified by Thorndike in 1920s. According to Thorndike, social intelligence was the ability of understanding and managing the others. Afterwards, Gardner improved social intelligence concept. According to Gardner (1993), the combination of interpersonal and intrapersonal intelligence of a person brings out the social intelligence. Intrapersonal intelligence means dealing with one’s intelligence and as an opposite meaning, interpersonal intelligence means dealing with others.

Salovey and Mayer (1990) first presented “Emotional Intelligence” concept to the literature as an ability of people to come up with their emotions. They defined EI as “the subset of social intelligence that involves 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”.

EI concept was then improved by Daniel Goleman and expanded the Salovey and Mayer’s definition by categorizing the abilities of EI as (a) self-awareness, (b) self-regulation, (c) self-motivation, (d) understanding one’s emotions and (e) managing relationships. Goleman (1996) mentions that EI has a great impact to people’s physical and mental health. This impact also effects people’s career achievement accordingly.

Bar-On (1997) defines EI as “an array of capabilities, competencies and skills which influence one’s ability to success in coping with environmental demands and pressures” (p.5).

EI is one of the most important topics within psychological, educational and management research (Wong & Law, 2002).

According to the research that have been studied in this area, two models of EI have been highlighted. The first model is called as ability model and the second model is called as the mixed model. The ability model defines EI as the set of abilities, the mixed model explains the ability of EI with social skills, traits and behaviors (Cobb & Mayer, 2000). Different models have been developed for both approaches. The most known of the ability model is presented by Mayer and Salovey (1997), according to this ability-based model, EI includes four dimensions of abilities such as perceiving emotions, using emotions, understanding emotions and managing emotions.

Goleman (1995) is developed the mixed model of EI. According to this model EI is analyzed by five different dimensions. These dimensions are self-awareness, self-regulation, social skill, empathy and motivation. According to another mixed model which is developed by Cooper and Sawaf (1997), EI is discussed at management level. The model is described with four dimensions of emotional literacy, emotional suitability, emotional depth and emotional alchemy. Another mixed model is developed by Bar-On. According to this model, cognitive

skills such as self-awareness is combined with cognitive traits such as psychological state and self-esteem. In this model, EI is described with five main dimensions such as intrapersonal dimension, interpersonal dimension, adaptability, stress management and general mood. Within this five main dimensions, and 15 sub-dimensions (Brown & Bryant & Reilly, 2006).

3.3 Components of Emotional Intelligence (EI)

Every different Emotional Intelligence models which are developed by above researchers have different components. Daniel Goleman plays an important role in gaining popularity to emotional intelligence concept in a scientific sense. In this section, the components of Goleman's EI model is explained in detail. Goleman improved Mayer and Salovey's model and suggested that EI has five dimensions including twenty-five different components. But later on, this model is revised by Goleman and his friends as four dimensions including totally twenty components. According to him, all Emotional Intelligence dimensions are classified under two major competencies. These are social and personal competencies. Social competencies refer to understand what other individuals feel and to have an effective workplace with others by having necessary skills. Personal competencies refer to have an ability to be aware of own feelings, weaknesses, priorities and strengths in order to have an ability to manage all those feelings effectively.

Self-awareness and self-management are sub-components of personal competencies. Social awareness and relationship management are sub-components of social competencies (Goleman, 1998).

As it is seen at figure 3.1, Goleman's (2012) emotional intelligence competencies are divided into two main competencies. The sub- competencies are personal and social competencies. Self-awareness and self-management dimensions belong to personal competencies. Social-awareness and relationship management dimensions belong to social competencies.

Personal Competencies	**Social Competencies**
Self-Awareness	***Social Awareness***
➢ Emotional Self-Awareness	➢ Empathy
➢ Self-Assessment	➢ Organizational Awareness
➢ Self-Confidence	➢ Service Orientation
Self-Management	***Relationship Management***
➢ Self-Control	➢ Developing Others
➢ Trustworthiness	➢ Influencing
➢ Conscientiousness	➢ Communication
➢ Adaptability	➢ Conflict Management
➢ Achievement Drive	➢ Visionary Leadership
➢ Initiative	➢ Change Catalyst
	➢ Building Bonds
	➢ Teamwork and Collaboration

Figure. 3.1 Goleman's Emotional Intelligence Competencies

Source: Elizabeth Maria Freeland. *A Comparison of Emotional Intelligence and Personality Factors: Two Concepts or One?* Doctorate Thesis of Philosophy, (supervisor: Robert A. Terry and Joseph Lee Rodgers) University of Oklahoma Graduate College, Norman, Oklahoma, USA 2007, p.20.

3.3.1 Personal Competencies

Personal competencies of Goleman's model have two main dimensions; self-awareness and self-management.

3.3.1.1 Self-Awareness

The fundamental of emotional intelligence is the self-awareness which is described as being aware of the emotions and him/herself. The consequence of emotional awareness is a high self-confidence level providing the individuals the consciousness of the risks to be taken of their work handled and those leaders do not take the responsibilities that they can't overcome with.

The major reason behind the success of the leaders with this ability is thought to be the aware of their talents, the fields that they need to be supported and eventually not to hesitate to ask for support whenever needed. In light of above explanations, self-awareness is a necessary qualification for a leader (Erdogdu, 2008).

Emotional Self-Awareness is the awareness of how our behaviors are affected by our emotions, and it is one of the components of self-awareness and is one of the emotional competencies. This awareness guides us for understanding correctly the emotions of the surrounding in a right way, to adopt them and improve our social skills regarding the business life and leadership.

Self-Assessment is being aware of one's strengths and weaknesses providing the individuals the opportunity to understand and define how to respond to other people, opportunities and events.

Self-Confidence is being confident about the values owned by feeling self-value, and own talents. In another word, believing his/her own capacity depending on the value that he/she gives to him/ herself.

3.3.1.2 Self-Management

The talent of managing the negative and devastating emotions in a good way is described as self-management. It can also be described as the effective management of negative emotions of the individuals (Goleman, 2012). This explanation should not give the impression of suppressing the emotions or being shackled by them but to manage and execute the emotions in a balanced and compatible way.

Self-Control requires when auditing the emotions if they make someone feel him/herself bad and when defining the priorities to be able to better focus them.

Trustworthiness means to be honest and open to others by keeping the trueness and honesty standards.

Conscientiousness is holding the responsibility of the personal executions.

Adaptability represents the ability of flexibility upon the change, also, it is the adoption to the unexpected situations.

Achievement Drive is the seeking of the excellence standards or raising it.

Initiative is being ready to act when the opportunity arises. It is also taking responsibility of the results by questioning him/herself instead of blaming others.

3.3.2 Social Competencies

Social competencies of Goleman's model have two main dimensions; social awareness and relationship management.

3.3.2.1 Social Awareness

To value the people who are in communication and to be aware of their emotions, needs, and interests with the social awareness dimension. The individuals who have the social awareness, have the ability to feel the unmentioned emotions, understanding their perspectives and listening to the other individuals or groups.

Empathy is realizing the emotions and the perspectives of other individuals and developing sensibility of this respect, to understand their concerns and to get interested with them in a sincerely way.

Organizational Awareness is organizing a healthful relationship with the authorities around and adopting in the case of necessity.

Service Orientation is individuals' awareness of the needs of the internal and external customers, meeting those needs and being proud of pleasing them. This competence is the fundamental characteristics of the service sector employees.

3.3.2.2 Relationship Management

Relationship management dimension is the last dimension of the emotional intelligence that is occurred by the gathering of self-awareness, self-management and social awareness dimensions. This dimension basically describes the ability of communication with others in an open and convincing way solving problems and creating strong bonds with others (Goleman, 2012).

Developing Others is the awareness of the individuals on the needs of the other individuals who are in communication and to develop them in line with their talents.

Influencing is creating excitement on the other individuals or groups by building passion.

Communication is listening frankly and giving convincing messages.

Conflict Management is solving the conflicts (disagreements) by communicating and coming to an agreement.

Visionary Leadership is leading followers to a common target, influencing making them take action by creating a shared vision.

Change Catalyst is the ability to establish the need for change by realizing the need for change and removing the barriers.

Building Bonds is providing continuous beneficial relations and working with others in line with the same purposes.

Teamwork and Collaboration are the ability to work with others in line with the common purposes by creating a synergy.

3.4 The Relationship Between Emotional Intelligence and Leadership

The importance of emotional intelligence for today's business life is very critical. According to the existing studies, today's managers can't be successful by only their technical, existing background and high IQ[1] level but also, their emotions play an important role in managing and directing their followers.

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[1] IQ is the abbreviation of Intelligence Quotient. IQ test is first developed by Alfred Binet in 1896.

One of the main roles of leaders is to inspire their followers. At this point being sensitive for their social understanding is very important for them. A leader needs to manage his/her emotions very strongly. This point is as critical as the other features that a leader should have. Leaders are role models for their followers if the emotional intelligence competency of a leader will be higher than the effectiveness of managing the followers will be increased too (Bulbuloglu, 2001).

As a contrary of Intelligence Quotient, the previous researches show that emotional intelligence competency can be improved at any age. Today, if we know that high emotional intelligent leaders are more successful in business life than organizations should pay attention developing this competency of their managers (Goleman, 1995). EI in business life does not only create a major difference in leadership concept but also has an important effect on creativity and innovation, teamwork, coordination, royalty, job commitment, communication and decision-making processes within an organization (Tram & Sy & O'Hara, 2006).

Another reason why today's managers should have higher EI is classical leadership models are being rejected by most of the successful managers as of today. They would like to be a part of an organization which has more democratic and participatory approaches (Childs, 2004).

The effective leaders are competent in coordinating the teamwork, evaluating multi-perspectives and avoiding non-functional conflicts. The leaders who know themselves, who are sensitive to others needs, who can control their emotions can build strong relations with their followers and can continuously improve and strengthen these relations. The effective leader does not loose time with the results of the problems caused by human relations, unreliability, mistakes caused by not being able to control the emotions. They use their energy more effective and productive by creating new opportunities (Acar, 2002).

3.5 The Relationship between Emotional Intelligence and Transformational, Transactional Leadership

The literature research shows that among all the leadership styles, emotional intelligence has a higher weight in the transformational leadership style compared to the other styles.

The leader-follower interaction based approach of the transformational leadership concept especially increased the importance of the EI in the leadership process and the researchers paid their attention between the leadership and EI. It is known that the transformational leaders' self-awareness level is high, they are self- confident in front of the difficulties, they are patient and driven. They use their EI in creating change and inspiring the followers (Daft, 2005).

The success of transformational leaders in the communication process with their followers and in understanding and taking into consideration of the requirements of the followers again is associated with their high level of EI (Sosik & Megerian, 1999).

Transformational leaders play an important role in forming a basis for the creation of organizational emotional intelligence. The leaders who are the main structures of the organizations as a social structure are facing with the emotional requests of higher level executives, customers, and the followers and consequently the transformational leaders who can realize and evaluate the emotional requests, and who can show suitable emotional reactions can succeed to contribute to the personal and organizational success by bringing into consonance in the organization. The reason behind this success is that the leaders with having a high level of emotional intelligence are the ones who can deal with the problems in their emotional world, who has self-worth, who can influence him/herself and others, who can take initiatives, who can show loyalty, tolerance, empathy and flexibility (Weinberger, 2003).

Bernard Bass states that if one is to be described as a transformational leader, he/she has to have analytical, social and especially social intelligence. According to the research of Mandell and Pherwani (2003), there is a positive relationship between emotional intelligence which is the independent variable and the transformational leadership which is the dependent variable; however there is no difference between the male and female executives.

Researchers Sosik and Megerian (1999) point out that the emotional intelligence dimension that Goleman stated may have an effect on the transformational leader behaviors who involves a strong emotional relationship, and they also came to a conclusion that especially the self-awareness dimension of the emotional intelligence may be the most important element of transactional leadership style. They also examined the effect of the emotional intelligence on the performance of the leader and came to a conclusion that there is a positive correlation between emotional intelligence and transformational leadership behaviors and this correlation changes in a positive way in line with the self-emotional awareness of the leader.

Palmer and colleagues (2001) worked on examining the importance of the emotional intelligence dimensions in leadership and how the behaviors of the leader are effected by the emotional intelligence components. The research is applied to 43 executives throughout the emotional intelligence scale developed by Mayer & Salovey and the Multifactor Leadership questionnaire developed by Bass& Avolio. The conclusion of the studies shows that there is a positive correlation between the emotional intelligence and transformational leadership.

The correlation between the emotional intelligence and the transformational leadership is examined in the studies of Cakar and Arbak (2003). In this study, emotional intelligence is considered as the only independent variable and the dependent variables are the dimensions of the transformational leadership. The study is applied to 106 executives and it has been pointed out that the ones who have higher emotional intelligence are the ones who are prone to

show transformational leadership behaviors.

Goleman (2002) and colleagues from Hay/McBer has applied a research to the general managers of the chosen companies and the results show that general managers have a higher emotional intelligence level than the ones who are not general managers. The study also shows that general managers, compared to the non-general managers have two times more the characteristics of self-confidence and seven times more the characteristics of self-control. These people, compared to the others, have a higher analytical and conceptual talent but the difference is not significant. Goleman, as a conclusion, stated that the real differentiation of the people is basically caused from the emotional intelligence levels.

According to Daus & Ashkanas's research (2005), as a conclusion, emotional intelligence foresees the arising of leadership and it is related with transformational leadership. The arising of the leadership, which is rated by the organization members, is related with the emotional control dimension of emotional intelligence.

The study of Rubin, Muntz and Bommer (2005) is focused on emotion recognition and is applied to 145 executives of an agriculture/bio-technic company and stated that there is a positive correlation between the personal characteristics, emotion recognition and transformational leadership style.

In a research of Barbuto and Burbach (2006), they used the scale of Carson (2000)'s which is developed to measure the emotional intelligence and Bass & Avolio (1995)'s MLQ[2] scale to measure the different leadership styles. The study is applied to 80 people who are chosen to the political levels by-elections. The result of the study shows that there is a significant and positive correlation between transformational leadership and emotional intelligence in terms of all dimensions.

Wang and Huang's (2009) study which has been applied on 51 division managers and 252 employees of the 23 small and medium-sized textile companies is focused on the correlation among the transformational leadership and emotional intelligence and the loyalty to the organization. According to the results of the study, there is a positive correlation between emotional intelligence and transformational leadership style.

The study of Barlin and Stough (2002) examines the emotional intelligence, transformational leadership and transactional leadership. The result of the study shows that there is a high correlation in all dimensions of emotional intelligence and transformational leadership style.

The study of Leban and Zulauf (2004) examines the shares of the emotional intelligence and leadership styles in the project performance. The result of the study points out that there is a positive bond between transformational leadership style and emotional intelligence abilities.

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[2] MLQ is the abbreviation of Multifactor Leadership Questionnaire which is developed by Bernard Bass in 1985.

Vrab (2007) examined the leadership behaviors and emotional intelligence abilities of the entry step leaders and stated that there is a positive correlation between emotional intelligence and transformational leadership. Vrab also assumed that the individuals who have high emotional intelligence abilities also carry out transformational leadership talents that require high-level leadership performance.

The following hypotheses are developed in light of the above statements.

H_1: Emotional intelligence will be positively related to transformational leadership

H_2: Emotional intelligence will be positively related to transactional leadership.

4. GENDER

4.1 Definition of Gender

Gender explains the society's culture of how they are looking at the differences between the sexes. Research show that almost every society assign a different meaning to males and females. This perspective is not only for business life but also in every part of individuals' life. It is expected from females and males to display different attitudes depending on their traits, roles and attitudes. Gender roles are imposed as a result of the power structures of the societies (Baron, Markman, & Hirsa, 2001).

Although there is a remarkable woman increase in business life, still management level of the most organizations are being held by men (Orser, Riding, & Manley, 2006).

According to the research of Schaef (1985), it has been identified that the leadership styles of males and females are totally different from each other. This difference does not show that one has superiority over the other. The variance may be arisen from how they look at the leadership concept.

Up to 1970s, attitudes towards females in managerial positions were very unfavorable. As mentioned in the previous part of leadership, at early stages of leadership concept theories, according to traits theory, for instance, most of the characteristics which belong to leadership were all masculine. During those days, power and authority were in males' hands, they do not want to share or retain this superiority. Results of several studies during those periods compromised at the same point. According to the research of Goldberg (1968), female managers' performance was evaluated lower than male managers. In another research of Basil (1973), it has been found as, in upper- level management positions the most personal attributes are found in males than female managers .

In a different research of Schein (1973), it has been agreed as, to be a successful manager, female and male managers completely have a masculine profile. After this period, the rate of female managers increased after the 1980s. As a statistical information, the rate of female managers increased from 14 % to 26 % in Australia, 25 % to 35 % in Canada, 16 % to 29 % in Sweden, and 26 % to 45 % in the USA (International Labor Office, 2002). These increasements also affected the uptrend of female managers at top management levels.

As more females become managers, the traditional masculine oriented approaches for managerial behaviors also replace the standards to androgynous type. The concept of androgyny is first developed by Bern at last quarter of the 1970s. According to Bern (1979), this concept refers to having both tendency of feminine and masculine characteristics as an individual. This tendency ensures

more flexibility on psychological behaviors. She asserted that masculinity and femininity are completely complementary, not opposite to each other in terms of traits and behaviors. An individual sex-role type might differ, sometimes might display masculine or feminine behaviors depending on the situation.

This issue is also related with the gender stereotype. The stereotype is described by Hilton and von Hippel (1996) as having beliefs against to members of particular groups about their attributes, behaviors and characteristics. Although stereotypes are very common almost in every culture, it is not always unfavorable. Sometimes stereotyping gains favor to the social life. But stereotypes against females in business life caused too many problems as it mentioned at previous paragraphs. This forced females to be the out of the game for a very long time.

4.2 The Relationship between Gender and Transactional, Transformational Leadership

There is a considerable amount of research carried out on the relationship between leadership and gender in the literature. According to gender stereotypes; briefly, males are considered as capable, rational, assertive, and females are sensitive, friendly, polite and impressive (Deaux & Lewis, 1984).

In another study of Chliwniak (1997), it has been found out that females focus on processes and attach particular importance to relationships, but males are attentive on completing tasks and more target-oriented.

Contrary to this, according to the study of Dobbins and Platz (1986), it has been seen that female and male managers show similar management behaviors. In another study, the result does not show a significant difference between male and female managers' interpersonal and task-oriented leadership styles. As an opposite result, the study of Eagly and Johnson (1990) shows that male managers display more task-oriented behaviors in comparison to females and in the same study it has been found out that female managers display more interpersonal-oriented leadership style. Female managers are more democratic, participative and less autocratic.

The studies of Ayman, Karabik and Morris (2009) were conducted on 51 male and female executives in 2009 and the purpose of the study was to examine the effect of the gender on the leader-subordinate variable in terms of transformational leadership. The consequence of the study shows that there is a positive correlation between the self-evaluation of the leader and the female subordinates' evaluation of their female leaders regarding the transformational leadership. However, there is a higher positive correlation of the male ordinate's evaluation of their female leaders.

The study of Powell, Butterfield and Bartol (2008) is carried out on a group of 459 part-time night program students. The students are asked to imagine a fictitious male or female leader and evaluate the transformational and transactional characteristics of those leaders. The female transformational leaders are evaluated in a more positive way than the male transformational leaders, especially by the female evaluators. However transactional leadership evaluations did not differentiate according to the gender of the leader. On the other hand, male evaluators did not differentiate in evaluating the transactional and transformational leadership characteristics with regard to gender.

According to Figure 4.1, female and male managers have different traits and priorities in terms of leadership. Female managers emphasize relationships, they are more process-oriented and sharing is critical for them; at male managers' side, they are mostly task-oriented, the results are highly essential for them and goal achievement is their focus point (Chliwniak, 1997). Female managers are active at participation, delegation and encouragement. They also share the power and information; on the other hand, male managers lead by rewarding the employees for the good results and punishing them according to the inadequate work (Porat,1991). Generally male managers use top-down administrative style (Eakle,1995) , female managers are more concerned in transforming the followers by encouraging them to achieve organizational goals (Getskow, 1996).

Female	**Male**
Emphasize relationships, sharing and process.[1]	Focus on completing tasks, achieving goals, hoarding of information and winning[1]
Focus on instructional leadership[2]	Emphasize organizational matters[2]
Support contributive, consensual decision-making[3]	Lean toward majority rule and leads by rewarding and punishing adequate and inadequate work[4]
Encourage feelings of self-worth, active participation, and sharing of power and information, which helps to transform people's self-interest into organizational goals[4]	Utilize the traditional top-down administrative style[5]
Emphasize the process[1]	Emphasize the goal[3]
Facilitative leadership[3]	Lead from the front[3] and stresses task accomplishment[2]

Figure. 4.1 Gender based Leadership Characteristics

Sources: [1]Chliwniak, 1997; [2]Conner, 1992; [3]Porat, 1991; [4]Getskow, 1996; [5]Eakle, 1995.

Based on the theoretical framework presented above, we formulated the following hypotheses:

H_3: Male managers make greater use of Transactional Leadership Style than female managers.

H_4: Female managers prefer Transformational Leadership Style more than male managers.

4.3 The Relationship between Gender and Emotional Intelligence

There are several studies which have found that females continually have higher scores than males in the way of emotional intelligence (e.g. Schutte et al., 2001; Ciarrochi, Chan & Bajgar, 2001; Ciarrochi, Chan & Caputi, 2000). The researchers on gender differences from emotional aspect also show that females are better than males at detecting emotional cues (McClure, 2000) and also more successful than males at responding effectively to others' mental situations (Joseph & Newman, 2010).

Females are more open to getting support from others, more adaptable than males to stressors and use more emotion-based strategies when required (e.g. Deane, Wilson & Ciarrochi, 2001).

According to the study of Wood, Rhodes and Whelam (1989), they found that females show and express their feelings and emotions more than males without any hesitation. In another study, Fujita, Diener and Sandvik (1991) found that females feel joy and sadness more intensely.

The study of Pamukoglu (2006) focused in the correlation of emotional intelligence and the effective management from the female executive point of view. The study generally shows that there is the same way correlation between effective management and emotional intelligence, however, there is no significant difference between male and female executives.

According to the performance of women managers in business life, it has been found in the research of Brody and Hall (2000) that emotional intelligence plays an important role in other measures of this concept rather than MSCEIT[3].

Also from a biological point of view, the research of Jausovec and Jausovec (2005) shows that males and females are different in their brain activity while they are carrying out emotional tasks.

As an ability to express the emotions, females are much talented than males (Petrides & Furnham, 2000). In parallel to this research, although female managers feel their selves more stress than males in the work environment, they dealt with those emotional situations more effectively in comparison with males (Tamres et.al., 2002).

In another research of Jung and Yoon (2012), it has been advised that the features of the job position also play an important role in moderating the correlation of emotional intelligence and employees' behavior. According to this result, it can be said that in every case it is not rational to compare females and males according to their emotional manners. Because apart from all other conditions, just because of the status of a manager also plays an important role at expressing their own emotions.

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[3] MSCEIT is the abbreviation of the Mayer-Salovey-Caruso Emotional Intelligence Test which is developed by the mentioned academicians at Yale and New Hamshire University.

Based on the theoretical framework as above, below hypotheses are formulated:

H_5: Female managers have higher emotional intelligence level than female managers.

H_6: Gender will moderate the relationship between Emotional intelligence and Transformational Leadership.

H_7: Gender will moderate the relationship between Emotional intelligence and Transactional Leadership.

5. METHODOLOGY

In this part of the thesis, information about the sample, the research design, model and the statistical analyses applied are presented.

5.1 Sample

The study was conducted on a number of companies in Energy sector in Turkey. Totally 216 surveys were completed. People who filled out the questionnaire are all white-collar employees who are at middle and upper-level management. Random sampling was used.

5.2 Research Design

A quantitative research method was used for the present study. This is an explanatory and analytical study. There are basically three key concepts analyzed in the research, namely: leadership styles, emotional intelligence and gender.

5.3 Research Model of the Study

Research model describes the relationships between emotional intelligence and transactional, transformational leadership styles with a moderating role of gender. There are mainly three concepts. These concepts are transformational leadership, transactional leadership, emotional intelligence and gender. The sources of the hypotheses are all derived from the theoretical background on the mentioned concepts.

As shown below (Figure 5.1), emotional intelligence is the independent variable, transactional vs. transformational leadership styles are the dependent variables, and gender is the moderating variable.

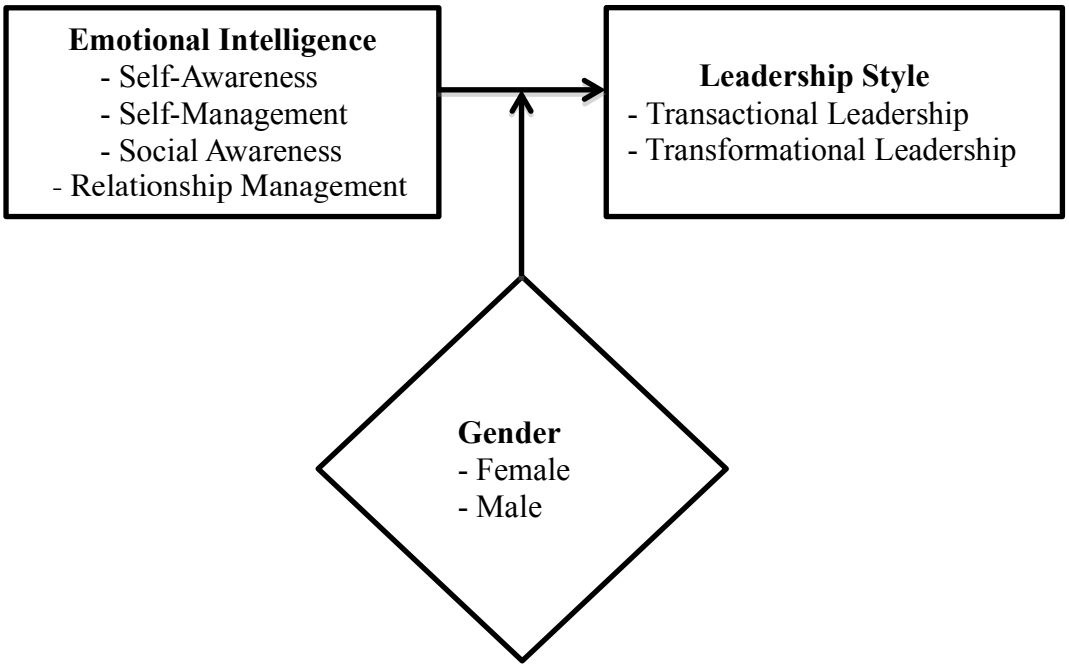

Figure 5.1 Theoretical model of the study

5.4 Hypotheses

H_1: There is a positive and significant relationship between emotional intelligence and transformational leadership.
H_2: There is a positive and significant relationship between emotional intelligence and transactional leadership.
H_3: Male managers make greater use of transactional leadership style than female managers.
H_4: Female managers prefer transformational leadership style more than male managers.
H_5: Female managers have higher emotional intelligence level than male managers.
H_6: Gender will moderate the relationship between emotional intelligence and transformational leadership.
H_7: Gender will moderate the relationship between emotional intelligence and transactional leadership.

5.5 Measure

The questionnaire of MLQ which was developed 1985 by Bass and Avolio and the questionnaire of emotional intelligence which was developed by Reuven Bar-on are used as measurement instruments for this research. The questionnaire consists of 3 parts which are Demographic Questions, Multifactor Leadership Questionnaire, Emotional Intelligence Questionnaire. (Appendix 1.)

5.5.1 Demographic Questions

The first part contains 6 demographic questions to determine the characteristics of the sample. This part gives ideas about the managers, gender, age, marital status, education, total work experience and the tenure in the current companies.

5.5.2 Leadership Style Questionnaire

The second part contains the leadership questionnaire. In order to measure leadership style; Bass and Avolio's Multifactor Leadership Questionnaire is used. MLQ was developed in 1985 by Bass and Avolio to measure transformational and transactional leader behaviors and to study the nature of the relationship between these leadership styles. This questionnaire contains 2 scales; transformational leadership and transactional leadership with 36 items. Participants were asked to respond to each item on 5- point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The transformational leadership scale is composed of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Transactional leadership scale has three dimensions; contingent reward, management by exception active and management by exception passive. Totally there are 7 dimensions for Bass and Avolio's questionnaire. According to some researches which are done in our country, it has been found more than 7 dimensions (Dönmez, 2014). In this research also, 5 dimensions are found as a result of factor analysis for transformational leadership scale.

The questions measuring transformational leadership scale in the questionnaire are; 1, 2, 3, 4, 5, 6, 7, 8, 11, 21, 22, 23, 26, 27, 28, 30, 31, 32, 33, 35, 36. Questions 1,3 measure inspirational motivation. Questions 2, 4, 5, 6, 7, 8 measure intellectual stimulation. Questions 11, 22, 21, 23 measure idealized behavior. Questions 26, 27, 28 measure idealized influence. Questions 30, 31, 32, 33, 35, 36 measure individual consideration. The questions measuring transformational leadership scale in the questionnaire are; 12, 13, 14, 15, 17, 18 19, 20. Questions 12, 13, 14 measure contingent reward. Questions 15, 17 measure management by exception passive. Questions 18, 19, 20 measure management by exception active.

5.5.3 Emotional Intelligence Questionnaire

Emotional Intelligence was measured with Bar-on Emotional Intelligence Questionnaire. This scale defined and assessed the skills that comprised emotional intelligence. It had the capacity to assess an individual's general degree of emotional intelligence, potential for emotional health, and present psychological wellbeing (Bar-on, 2000). This scale has 17 questions, which measured people's emotional intelligence. Participants were asked to respond to each item on 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The emotional intelligence scale is composed of relationship management, self-management, self-awareness and social awareness. Totally there are 4 dimensions in Baron's questionnaire. The questions measuring emotional intelligence scale in the questionnaire are; 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17. Questions 1, 2, 3, 4 measure self-awareness. Questions 5, 6, 7, 8 measure social-awareness.

Questions 9, 10, 11, 12 measure self-management. Questionnaire 13, 14, 15, 16, 17 measure relationship management.

5.6 Procedure

The research is conducted on a number of Energy sector companies doing business in Turkey. 284 questionnaires were distributed to the respondents and were collected back in 5 weeks from 216 of them. The return ratio of the questionnaire is 76%. The questionnaire was distributed directly and via e-mail. The respondents are all white-collar employees at the middle and upper management levels.

5.7 Data Analysis

Several statistical techniques are used to analyze the questionnaires. SPSS 17 program is used for the current analysis. Data analysis is conducted in many phases. As the first part of the questionnaire, demographic information is examined with frequency analysis. Statistical analyses started with descriptive statistics to understand general characteristics of the respondents. Secondly, factor analysis is applied to all items for emotional intelligence and transactional, transformational leadership. Afterwards, reliability analysis using Cronbach's Alpha was applied to all scales and subscales. Then, regression and correlation analyses are performed. Finally, t-tests are run to analyze whether male managers or female managers make greater use of transactional or transformational

leadership style and to analyze whether gender differences have a role in emotional intelligence levels.

The reliability of a measurement shows its consistency. In another word, reliability analysis measures the internal consistency of all items of a questionnaire and gives information about the relationship between the items. Reliability analysis statistically states that similar results will be taken even the analysis run in different times. Reliability coefficient is always between 0 and 1. The most common internal reliability index is called as Cronbach Alpha. When the alpha values are between 0.40 and 0.60, then it means the scale is at a low level of reliability. When the alpha values are between 0.60 and 0.80, then it means the scale is at a moderate level of reliability. When the alpha values are between 0.80 and 1.00, then it means the scale is at a high level of reliability (Ozdamar, 1999).

The formulation of Cronbach Alpha is defined as:

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K} \sigma_{Y_i}^2}{\sigma_X^2}\right)$$

The factor analysis shows the highly interrelated sets of variables, which is known as factors. This study consists of two concepts and for each concept factor analysis is done to see the dimensions by analyzing how the participants perceive this two concepts. Each factorial values has to be above 0.500. The items whose values are under 0.500 are excluded from the model as it is shown at table 6.7 for leadership concept (Ozdamar, 1999).

The correlation analysis gives information about the direction and the strength of the relationship between two different variables. The correlation coefficient is shown by “r” symbol and is always between 0 and 1. Correlation coefficient is may be (+) or (-) and if the coefficient is close to 1 then it means the relationship is strong and on the contrary if the coefficient is close to 0 then it means the relationship between the variables is very weak (Ozdamar, 1999). The formulation of Pearson correlation coefficient formula is defined as:

$$r = r_{xy} = \frac{\sum_{i=1}^{n}(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_{i=1}^{n}(x_i - \bar{x})^2}\sqrt{\sum_{i=1}^{n}(y_i - \bar{y})^2}}$$

Regression analysis is a kind of analysis which measure the relationship between two or more variables. By this analysis, it is possible to have an idea about the existence of the relationship between the variables and if there is a relationship it is also possible to have an idea about the strength of this relationship. R^2 shows in what extent independent variables measure dependent variables in the model. According to this study, the independent variable is emotional intelligence and the dependent variable is transactional, transformational leadership (Ozdamar, 1999). The regression analysis is done through this model. Multiple regression formula is defined as:

$y_i = \beta_0 + \beta_1 x_i + \beta_2 x_i^2 + \varepsilon_i$ for $i = 1,2, \ldots n$.

6. RESEARCH FINDINGS

In this part, we present the findings of the empirical study. It first explains the demographic characteristics of the respondents by the descriptive statistical analysis.

6.1 Respondents' Profile

The first analysis shows the demographic characteristics of the respondents. Table 6.1 presents the results.

As it is shown at Table 6.1, demographic questions which were the first part of the questionnaire was analyzed by descriptive statistics. It shows the sample of the questionnaire. It is seen as there are 216 employees, 60 are female and 156 are male with the percentage of 27.8% and 72.2%. As the ages of the respondents, it is seen as the ages vary from 15 to 50 and over. But in the group of 15-21, there is only 1 respondent. The attendants are listed as six different age groups. 27% of the respondents are in the 22-28 age group, 59% of the respondents are in the 29-35 age group, %58 of the respondents are in the 36-42 age group, 35% of the respondents are in the 43-49 age group and finally, %36 of the respondents are 50 and over 50 age group. It is also seen as 147 employees or 68.1% of the respondents are married and 69 or 31.9% of the respondents are single.

Table : 6.1 Descriptive Statistics of the Demographic Variables (n=216)

Variables	N	Percentage
Gender		
Male	156	72.2
Female	60	27.8
Age		
15-21	1	0.5
22-28	27	12.5
29-35	59	27.3
36-42	58	26.9
43-49	35	16.2
50 and over	36	16.7
Marital Status		
Married	147	68.1
Single	69	31.9
Education Level		
Bachelors	127	58.8
Graduate	89	41.2
Position		
Assistant Manager	52	24.1
Manager	92	42.6
Director	39	18.1
Partner	33	15.4
Tenure		
Less than 1 year	18	8.3
1-5 years	90	41.7
6-10 years	63	29.2
11-15 years	18	8.3
16-20 years	13	6.0
21 years and over	14	6.5
Total Experience		
Less than 1 year	3	1.4
1-5 years	36	16.7
6-10 years	35	16.2
11-15 years	50	23.1
16-20 years	39	18.1
21 years and over	53	24.5

Note: The participants are all white-collar employees who are at middle and upper-level management in Energy sector in Turkey.

As a result of the descriptive statistics analysis of the educational level of the respondents, 127 employees or 58.8% of the participants have bachelor's degree and 89 employees or 41.2% of the respondents have a university degree. Working experience at their current company of the respondents varies from less than 1 year to more than 21 years. Working experience at their current positions are classified in six groups as less than 1 year, 1-5 years, 6-10 years, 11-15 years, 16-20 years and 21 and more than 21 years. 18 employees or 8.3% of the respondents work less than 1 year at their job. 90 employees or 41.7% of the participants work at their current position between 1-5 years. 63 employees or 29.2% of the respondents work between 6-10 years at their current position. 18 employees or 8.3% of the participants work between 11-15 years at their current job. 13 employees or 6% of the participants work between 16-20 years at their current job.

14 employees or 6.5% of the employees work their current position since 21 years and more. As a total experience, it is classified in six groups. 3 employees or 1.4% of the participants total work experience is less than 1 year. 36 employees or 16.7% of the participants have work experience between 1-5 years. 35 employees or 16.2% of the respondents have total work experience between 6-10 years. 50 employees or 23.1% of the participants have total work experience between 11-15 years. 39 employees or 18.1% of the total respondents have total work experience between 16-20 years. 53 employees or 24.5% of respondents have total work experience 21 years and more.

6.2 Reliability Analysis

Reliability is the degree of a measure that shows how instrument supplies consistent results. It indicates the extent to which measurement instrument is without bias and ensures consistent measurement across time and various items in the instrument. Cronbach's Alpha is used for measure the reliability. It is accepted as the lower limit for Cronbach's Alpha is 0.60 (Hair et al. 2006). As a necessity, the reliability analysis for each factor is measured. Table 6.2 presents the results.

Table : 6.2 Reliability Analysis for the Measurement Scales

Construct	Cronbach's Alpha
Emotional Intelligence	**.852**
Relationship Management	.789
Self-Management	.765
Self-Awareness	.763
Social Awareness	.714
Transactional and Transformational Leadership	**.922**
Transformational Leadership	
Inspirational Motivation	.654
Intellectual Stimulation	.847
Idealized Behavior	.805
Idealized Influence	.784
Individual Consideration	.835
Transactional Leadership	
Management by exception active	.774
Management by exception passive	.601
Contingent reward	.619

Note: The Cronbach's Alpha value of the two main concepts are higher than .700 which means the reliability analysis for the measurement scales are relatively high.

As the table 6.2 presents, all the reliability results except one dimension of transformational leadership and two dimensions of transactional leadership are found above 0.70. These results show the items of each concept are interrelated. The dimensions which caused the results to be lower than 0.70 will be explained in the following parts and some of the sub-items will be extracted after factor analysis.

6.3 Factor Analysis

To define the groups of variables which are highly interrelated, we use factor analysis (Hair et al.,2006). For each concept, factor analysis is done in order to see how respondents perceive the concepts and how many dimensions occurred from their perspective. Before starting factor analysis, the measure of sampling adequacy is checked to control whether the date is appropriate for factor analysis. This adequacy is represented by Kaiser-Meyer-Olkin (KMO) figure and Bartlett's test of sphericity figure. KMO figures out whether the data which is used in the analysis is collected homogeneously and there are correlations between them. According to the literature minimum level of KMO is accepted as 0.50. On the other side, the figure of Bartlett's test shows the significant correlations at least between some of the variables. The value of Bartlett's test of sphericity should be lower than 0.05 (Hair et al., 2006).

The results of KMO and Bartlett's tests in this study are all found as satisfactory for all concepts and dimensions. All the figures related to these tests are shown at the top of each factor analysis tables.

Table 6.3 shows the results of the factor analysis for emotional intelligence. In total, 17 items are included in the analysis. As a result, 4 factors are found with Eigen-values in excess of unity (>1). The analysis is done once and none of the items are extracted. The composition of the items is satisfactory because originally the same items are grouped under same factors. The results are found to be satisfied enough to continue with further analyses.

6.3.1 Factor Analysis for Emotional Intelligence

Table 6.3 presents the result of the factor analysis for emotional intelligence. Totally, 17 items are included in the analysis. As a result of factor analysis for emotional intelligence, we found 4 factors. Table 6.4 presents the results of KMO and Bartlett's Test for Emotional Intelligence. As shown below, the result of KMO is .798 which means highly above the accepted minimum level (0.50). It means the data which is used in the analysis is collected homogeneously. The significant level is .000 which is lower than the accepted level of 0.05.

Table : 6.3 Factor Analysis for Emotional Intelligence

Factor 1: Relationship Management %Var.: 16.279 Cronbach's Alpha: .789	**Factor Loadings**
16. I can control my emotions.	.870
15. I can calm down easily when I am nervous.	.776
14. I am mostly capable to take my emotions under control.	.758
13. I am capable to manage contrariness and handle difficulties in a rational way.	.561
17. I think about others' opinions and take them into consideration.	.506
Factor 2: Self-Management %Var.: 14.984 Cronbach's Alpha: .765	**Factor Loadings**
9. I always define my own objectives and do my best to achieve them.	.753
11. I am a self-motivator.	.742
12. I always would like to encourage myself to do the best.	.735
10. I always say to myself that I am a skilled/talented person	.653
Factor 3: Self Awareness %Var.: 14.108 Cronbach's Alpha: .763	**Factor Loadings**
2. I am aware of my feelings.	.816
1. I am usually aware of my certain emotions.	.694
3. I am always aware of what makes me happy or unhappy.	.686
4. I can well understand my feelings.	.564
Factor 4: Social Awareness %Var.: 13.350 Cronbach's Alpha: .714	**Factor Loadings**
6. I am good at observing others' emotions.	.840
7. I am sensitive to others' emotions and feelings.	.686
5. I always understand my friends' emotions from their behaviors.	.660
8. I am good at understanding others' emotions about me.	.545

Table : 6.4 KMO and Bartlett's Test for Emotional Intelligence

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	**.798**
Bartlett's Test of Sphericity	
Sig.	**.000**
df	**136**

6.3.2 Factor Analysis for Transactional and Transformational Leadership

In total, 36 items are included in the factor analysis. As a result, 8 factors are found with Eigen-values in excess of unity (>1). The factor analysis for transactional and transformational leadership is done twice. Some of the items are extracted from the analysis.

Based on the literature, generally, 4 factors are found for transformational leadership scale of Bass and Avolio's questionnaire. But according to some research conducted in Turkey, more than 4 dimensions were found (Donmez, 2014) for transformational leadership. As a result of factor analysis for transformational leadership scale, we found 5 factors.

Table 6.5 presents the result of the factor analysis for transformational and transactional leadership. Totally, 36 items are included into the analysis. 8 factors are found as a result of the analysis. Table 6.5 presents the item loadings, explained the variance of each factor and the Cronbach's Alpha figures. The results are found to be satisfied enough to continue with further analyses.

Table 6.6 presents the results of KMO and Bartlett's Test for transformational and transactional leadership. As shown above, the result of KMO is .866 which means highly above the accepted minimum level (0.50). It means the data which is used in the analysis is collected homogeneously. The significant level is .000 which is lower than the accepted level of 0.05.

Table : 6.5 Factor Analysis for Transactional and Transformational Leadership

Factor 1: Intellectual Stimulation %Var.: 11.722 Cronbach's Alpha: .847	**Factor Loadings**
5. I inspire my subordinate, that's why they are loyal to me.	.796
4. I am a source of inspiration for my subordinates.	.758
8. I bring new approaches for the subjects that are complex for my subordinates.	.711
6. I make my subordinates more loyal to the organization by inspiring them.	.646
7. My ideas make my subordinates to reconsider their ideas that they did not question before.	.642
2. I am completely trustworthy in front of my subordinates.	.588
Factor 2: Individualized Consideration %Var.: 11.618 Cronbach's Alpha: .835	**Factor Loadings**
32. I suggest new approaches to my subordinates to finalize their work.	.812
31. I grant my subordinates a different point of view to approach the problems.	.775
30. I re-investigate the problems and make my subordinates reconsider if they are suitable or not.	.679
33. I spend time on guiding and teaching new things to my subordinates.	.629
35. I consider each of my subordinates as individuals who have different needs, talents and desires.	.502
36. I support my subordinates to improve their strengths.	.500
Factor 3: Idealized Behaviors %Var.: 9.448 Cronbach's Alpha: .805	**Factor Loadings**
11. My subordinates are aware that I will appreciate their good performance.	.675
22. I ensure that my subordinates look to the future in a positive way with confidence.	.656
21. I appreciate my subordinates if they meet my expectations.	.580
23. I ensure that my subordinates are showing interest &will in the tasks that are to be succeeded.	.566
Factor 4: Idealized Influence %Var.: 8.266 Cronbach's Alpha: .784	**Factor Loadings**
26. I discuss with my subordinates regarding the values and beliefs that are important to me.	.783
27. I especially mention my subordinates the importance of the strong sense of having target.	.763
28. I ensure that my subordinates are aware of the ethical consequences of my decisions.	.687
Factor 5: Active Management by Exception %Var.: 7.879 Cronbach's Alpha: .774	**Factor Loadings**
19. I reply to my subordinates' urgent questions as soon as possible.	.800
18. I am always present in case my subordinates need me.	.752
20. I clearly indicate to my subordinates my expectations for reaching the targets.	.536
Factor 6: Contingent Reward %Var.: 6.333 Cronbach's Alpha: .619	**Factor Loadings**
12. I advise my subordinates what to do for being rewarded for their efforts.	.715
13. I ensure that my subordinates are aware of the consequences of their performance shown in a team/group.	.703
14. My subordinates, whenever they want, can negotiate regarding the award that will be rewarded once the job will be completed	.550
Factor 7: Passive Management by Exception %Var.: 6.251 Cronbach's Alpha: .601	**Factor Loadings**
17. I only explain my subordinates what is needed to do the job.	.813
15. I expect my subordinates to do really what is necessary to complete the job.	.752
Factor 8: Inspirational Motivation %Var.: 5.637 Cronbach's Alpha: .654	**Factor Loadings**
3. I encourage my subordinates to share with me their ideas and suggestions.	.754
1. I motivate my subordinates regarding the jobs to be done.	.660

Table : 6.6 KMO and Bartlett's Test for Transactional and Transformational Leadership

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	**.866**
Bartlett's Test of Sphericity	
Sig.	**.000**
df	**406**

Some items are excluded from the analysis which have factor loadings below .50. As shown below, the items which are left out from the factor analysis is presented at Table 6.7.

Table 6.7 Transformational and transactional leadership items left out after the factor analysis

Variable	Item Statement
LF24	I provide my subordinates a challenging vision.
LF34	I behave my subordinates not only as a group member but also as an individual.
LF9	I pay special interest on the subordinates who are uncared.
LF16	I encourage my subordinates to take initiatives.
LF29	I emphasize my subordinates the importance of the collective sense of duty.
LF10	I understand the desires of my subordinates and support them to achieve their desires.
LF25	I indicate my confidence on my subordinates in achieving their targets.

6.4 Correlation Analysis

Table 6.8 Correlations of all variables

	1	2	3	4	5	6	7	8	9	10	11	12
EIF1 1	1											
EIF2 2	.352**	1										
EIF3 3	.368**	.509**	1									
EIF4 4	.318**	.313*	.414**	1								
LF1 5	.418**	.534**	.430**	.433**	1							
LF2 6	.249**	.215**	.347**	.386**	.424**	1						
LF3 7	.291**	.343**	.351**	.316**	.450**	.585**	1					
LF4 8	.206**	.223**	.309**	.340**	.326**	.522**	.495**	1				
LF5 9	.296**	.370**	.364**	.356**	.406**	.514**	.585**	.427**	1			
LF6 10	.149*	.260**	.193**	.294**	.345**	.323**	.387**	.331**	.350**	1		
LF7 11	.058	.193**	.194**	.234**	.239**	.124	.144*	.257**	.181**	.346**	1	
LF8 12	.253**	.374**	.365**	.307**	.510**	.376**	.475**	.363**	.431**	.290**	.090	1

**Correlation is significant at the .01 level (2-tailed).
* Correlation is significant at the .05 level (2-tailed).

IEF1: Relationship Management**, IEF2:** Self-Management**, IEF3:** Self Awareness, **IEF4:** Social Awareness, **LF1:** Intellectual Stimulation, **LF2:** Individualized Consideration, **LF3:** Idealized Behaviors, **LF4:** Idealized Influence, **LF5:** Active Management by Exception, **LF6:** Contingent Reward, **LF7:** Passive Management by Exception, **LF8:** Inspirational Motivation.

Hypotheses 1 and 2 were tested by a correlation analysis. Table 6.8 presents the correlations between factors. As it is shown at table 6.8, LF1 (Intellectual Stimulation), LF2 (Individualized Consideration), LF3 (Idealized Behaviors), LF4 (Idealized Influence) and LF8 (Inspirational Motivation) factors belong to transformational leadership; LF5 (Active Management by Exception), LF6 (Contingent Reward) and LF7 (Passive Management by Exception) belong to transactional leadership. EIF1, EIF2, EIF3 and IEF4 factors belong to emotional intelligence. It is seen at table 6.4, all emotional intelligence factors are significantly ($p<.01$) correlated with transformational leadership factors.

The first factor of emotional intelligence (EIF1) is statistically significant (p=.000, p=.000, p=.000, p=.002, p=.000, respectively). EIF1 (relationship management) has a positive correlation with all transformational leadership factors at r= .418, r=.249, r=291, r=206, r=253, respectively. There is a positive and strong correlation between EIF1 and LF1, EIF1 has a positive and moderate correlation between LF2, LF3, LF4 and LF8 factors of transformational leadership.

The second factor of emotional intelligence (EIF2) is statistically significant (p=.000, p=.002, p=.000, p=.001, p=.000, respectively). EIF2 (self-management) has a positive correlation with all transformational leadership factors at r= .534, r=.215, r=343, r=223, r=374, respectively. There is a positive and strong correlation between EIF2 and LF1. EIF2 has a positive and moderate correlation between LF3, LF4 and LF8 factors of transformational leadership.

EIF2 has a positive and weak correlation between the LF2 factor of transformational leadership.

The third factor of emotional intelligence (EIF3) is statistically significant (p=.000, p=.000, p=.000, p=.000, p=.000, respectively). EIF3 (self-awareness) has a positive correlation with all transformational leadership factors at r= .430, r=.347, r=351, r=309, r=365, respectively.

There is a positive and strong correlation between EIF3 and LF1. EIF3 has a positive and moderate correlation between LF2, LF3, LF4 and LF8 factors of transformational leadership.

The final and the fourth factor of emotional intelligence (EIF4) is statistically significant (p=.000, p=.000, p=.000, p=.000, p=.000, respectively). EIF4 (social awareness) has a positive correlation with all transformational leadership factors at r= .433, r=.386, r=316, r=340, r=307, respectively. There is a positive and strong correlation between EIF4 and LF1. EIF4 has a positive and moderate correlation between LF2, LF3, LF4 and LF8 factors of transformational leadership.

Emotional intelligence has a positive correlation with transformational leadership and this supports the first Hypothesis of the research. **H1 supported.**

H_1: There is a positive and significant relationship between emotional intelligence and transformational leadership.

It is seen at table 6.8, all emotional intelligence factors are significantly ($p<.01$) correlated with transactional leadership factors. The first factor of emotional intelligence (EIF1) is statistically significant with LF5 and LF6 ($p=.000$, $p=.029$, respectively). But EIF1 is not statistically significant with LF7 ($p=.395$). EIF1 (relationship management) has a positive correlation with all transactional leadership factors at $r= .296$, $r=.149$, $r=.058$ respectively. There is a positive and weak correlation between EIF1 and LF5, LF6 and LF7 factors of transactional leadership.

The second factor of emotional intelligence (EIF2) is statistically significant ($p=.000$, $p=.000$, $p=.004$, respectively). EIF2 (self-management) has a positive correlation with all transactional leadership factors at $r= .370$, $r=.260$, $r=193$, respectively. There is a positive and moderate correlation between EIF2 and LF6. EIF2 has a positive and weak correlation between LF5 and LF7 factors of transactional leadership.

The third factor of emotional intelligence (EIF3) is statistically significant ($p=.000$, $p=.004$, $p=.004$, respectively). EIF3 (self-awareness) has a positive correlation with all transactional leadership factors at $r= .364$, $r=.193$, $r=194$, respectively. There is a positive and moderate correlation between EIF3 and LF5. EIF3 has a positive and weak correlation between LF6 and LF7 factors of transactional leadership.

The fourth factor of emotional intelligence (EIF4) is statistically significant (p=.000, p=.000, p=.001, respectively). EIF4 (social awareness) has a positive correlation with all transactional leadership factors at r= .356, r=.294, r=234, respectively. There is a positive and moderate correlation between EIF4 and LF5. EIF4 has a positive and weak correlation between LF6 and LF7 factors of transactional leadership.

Emotional intelligence has a positive correlation with transactional leadership but EIF1 is not statistically significant with LF7 (p=.395). **H2 is partially supported.**

H_2: There is a positive and significant relationship between emotional intelligence and transactional leadership.

6.5 Regression Analysis

In order to analyze the relationship between emotional intelligence and transactional and transformational leadership, regression analysis is used.

Table 6.9 Results of Regression Analysis_LF1

Dependent Variable: Transformational Leadership (LF1-Intellectual Stimulation)

Independent Variables:	**Beta**	**t value**	**p value**
Relationship Management	.353	4.046	.000
Self-Management	.362	4.253	.000
Self-Awareness	.227	2.521	.015
Social Awareness	.193	2.193	.033

R=.823; **R^2**=.677; **F value=2**8.790; **p value**=.000

As it is seen in table 6.9, all factors of emotional intelligence explain intellectual stimulation factor of transformational leadership. Factor 2 of emotional intelligence (self-management) explains the greatest variance (β=.353) in intellectual stimulation factor of transformational leadership.

Table 6.10 Results of Regression Analysis_LF2

Dependent Variable: Transformational Leadership (LF2-Individualized Consideration)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Awareness	.341	2.389	.020

R=.430; **R^2**=.185; **F value=3**.128; **p value**=.022

As it is seen in the table 6.10, the third factor of emotional intelligence (self-awareness) explains the greatest variance (β=.341) in individualized consideration factor of transformational leadership.

Table 6.11 Results of Regression Analysis_LF3

Dependent Variable: Transformational Leadership (LF3-Idealized Behaviors)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Awareness	.315	2.281	.026

R=.487; **R^2**=.238; **F value=4**.285; **p value**=.004

As it is shown in above the table 6.11, the third factor of emotional intelligence (self-awareness) explains the greatest variance (β=.315) in idealized behaviors factor of transformational leadership.

Table 6.12 Results of Regression Analysis_LF5

Dependent Variable: Transactional Leadership (LF5-Active Management by Exception)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Awareness	.318	2.255	.028

R=.453; **R^2**=.206; **F value=3**.558; **p value**=.012

As it is seen in the table 6.12, the third factor of emotional intelligence (self-awareness) explains the greatest variance (β=.318) in active management by exception factor of transactional leadership.

Table 6.13 Results of Regression Analysis_LF6

Dependent Variable: Transactional Leadership (LF6-Contingent Reward)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Awareness	.292	2.067	.043

R=.450; **R^2**=.203; **F value=3**.494; **p value**=.013

As it is seen in the table 6.13, the third factor of emotional intelligence (self-awareness) explains the greatest variance (β=.292) in contingent reward factor of transactional leadership.

Table 6.14 Results of Regression Analysis_LF8

Dependent Variable: Transformational Leadership (LF8-Inspirational Motivation)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Awareness	.263	2.043	.046
Social Awareness	.393	3.130	.003

R=.584; **R^2**=.341; **F value=7**.104; **p value**=.000

As it is shown in the table 6.14, the third factor of emotional intelligence (self-awareness) and fourth factor of emotional intelligence (social awareness) explain the variance in inspirational motivation factor of transformational leadership. Social awareness factor of emotional intelligence explains the greatest factor (β=.393) in inspirational motivation factor of transformational leadership.

6.6 Regression Analysis for Moderator Variable

In order to analyze the influence of the moderator variable of the study (gender), and the relationship between emotional intelligence and transactional and transformational leadership, regression analysis is done.

Table 6.15 Results of Regression Analysis for Males_LF1

Dependent Variable: Transformational Leadership (LF1-Intellectual Stimulation)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Management	.357	4.383	.000
Social Awareness	.228	3.073	.003

R=.576; **R^2**=.331; **F value**=18.707; **p value**=.000

As it is seen in the table 6.15, for males, the second factor of emotional intelligence (self-management) and fourth factor of emotional intelligence (social awareness) explain the variance in intellectual stimulation factor of transformational leadership. Between these two factors, especially self-management explains the greatest variance (β=.357) in intellectual stimulation factor of transformational leadership for males.

Table 6.16 Results of Regression Analysis for Males_LF2

Dependent Variable: Transformational Leadership (LF2-Individualized Consideration)

Independent Variables:	**Beta**	**t value**	**p value**
Relationship Management	.161	1.983	.049
Social Awareness	.314	3.923	.000

R=.473; **R^2**=.224; **F value**=10.896; **p value**=.000

As it is seen in the table 6.16, for males, the first factor of emotional intelligence (relationship management) and fourth factor of emotional intelligence (social awareness) explain the variance in individualized consideration factor of transformational leadership. Between these two factors, especially social-awareness explains the greatest variance (β=.314) in individualized consideration factor of transformational leadership for males.

Table 6.17 Results of Regression Analysis for Males_LF3

Dependent Variable: Transformational Leadership (LF3-Idealized Behaviors)

Independent Variables:	**Beta**	**t value**	**p value**
Relationship Management	.178	2.157	.033
Social Awareness	.183	2.253	.026

R=.447; **R^2**=.200; **F value**=9.450; **p value**=.000

As it is shown in the table 6.17, for males, the first factor of emotional intelligence (relationship management) and fourth factor of emotional intelligence (social awareness) explains the variance in idealized behaviors factor of transformational leadership. Between these two factors, especially social-awareness explains the greatest variance (β=.183) in idealized behaviors factor of transformational leadership for males.

Table 6.18 Results of Regression Analysis for Males_LF4

Dependent Variable: Transformational Leadership (LF4-Idealized Influence)

Independent Variables:	**Beta**	**t value**	**p value**
Social Awareness	.279	3.353	.001

R=.403; **R^2**=.162; **F value**=7.310; **p value**=.000

As it is shown in the table 6.18, for males, the fourth factor of emotional intelligence (social awareness) explains the greatest variance (β=.279) in idealized influence factor of transformational leadership for males.

Table 6.19 Results of Regression Analysis for Males_LF5

Dependent Variable: Transactional Leadership (LF5-Active Management by Exception)

Independent Variables:	**Beta**	**t value**	**p value**
Relationship Management	.158	1.984	.049
Self-Management	.185	2.161	.032
Social Awareness	.265	3.377	.001

R=.506; **R^2**=.256; **F value**=13.008; **p value**=.000

As it is shown in the table 6.19, for males, the first factor of emotional intelligence (relationship management), the second factor of emotional intelligence (self-management) and the fourth factor of emotional intelligence (social awareness) explain the variance in active management by exception factor of transactional leadership. Between these three factors, especially social-awareness explains the greatest variance (β=.265) in active management by exception factor of transactional leadership for males.

Table 6.20 Results of Regression Analysis for Males_LF6

Dependent Variable: Transactional Leadership (LF6-Contingent Reward)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Management	.184	1.975	.050
Social Awareness	.306	3.604	.000

R=.355; **R^2**=.126; **F value**=5.456; **p value**=.000

As it is shown in the table 6.20, for males, the second factor of emotional intelligence (self-management) and the fourth factor of emotional intelligence (social awareness) explain the variance in contingent reward factor of transactional leadership. Between these two factors, especially social-awareness explains the greatest variance (β=.306) in contingent reward factor of transactional leadership for males.

Table 6.21 Results of Regression Analysis for Males_LF7

Dependent Variable: Transactional Leadership (LF7- Passive Management by Exception)

Independent Variables:	**Beta**	**t value**	**p value**
Social Awareness	.241	2.767	.006

R=.287; **R^2**=.082; **F value**=3.387; **p value**=.011

As it is shown in the table 6.21, for males, the fourth factor of emotional intelligence (social awareness) explains the greatest variance (β=.241) in passive management by exception factor of transactional leadership for males.

Table 6.22 Results of Regression Analysis for Males_LF8

Dependent Variable: Transformational Leadership
(LF8- Inspirational Motivation)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Management	.268	3.024	.003

R=.452; **R^2**=.204; **F value**=9.689; **p value**=.000

As it is shown in the table 6.22, for males, the second factor of emotional intelligence (self-management) explains the greatest variance (β=.268) in inspirational motivation factor of transformational leadership for males.

Table 6.23 Results of Regression Analysis for Females_LF1

Dependent Variable: Transformational Leadership
(LF1-Intellectual Stimulation)

Independent Variables:	**Beta**	**t value**	**p value**
Relationship Management	.353	4.046	.075
Self-Management	.362	4.253	.000
Self-Awareness	.227	2.521	.000
Social Awareness	.193	2.193	.033

R=.823.; **R^2**=.677; **F value=28.790**; **p value**=.000

As it is seen in the table 6.23, for females, all factors of emotional intelligence explain intellectual stimulation factor of transformational leadership. Factor 2 of emotional intelligence (self-management) explains the greatest variance (β=.353) in intellectual stimulation factor of transformational leadership for females.

Table 6.24 Results of Regression Analysis for Females_LF2

Dependent Variable: Transformational Leadership
(LF2-Individualized Consideration)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Awareness	.341	2.389	.020

R=.430.; **R^2**=.185.; **F value**=3.128; **p value**=.022

As it is shown in the table 6.24, for females, the third factor of emotional intelligence (self-awareness) explains the greatest variance (β=.341) in individualized consideration factor of transformational leadership for females.

Table 6.25 Results of Regression Analysis for Females_LF3

Dependent Variable: Transformational Leadership
(LF3-Idealized Behaviors)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Awareness	.315	2.281	.026

R=.487; **R^2**=.238; **F value=4.285**; **p value**=.004

As it is seen in the table 6.25, for females, the third factor of emotional intelligence (self-awareness) explains the greatest variance (β=.315) in individualized behaviors factor of transformational leadership for females.

Table 6.26 Results of Regression Analysis for Females_LF5

Dependent Variable: Transactional Leadership
(LF5-Active Management by Exception)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Awareness	.318	2.255	.028

R=.453; **R^2**=.206; **F value**=3.558; **p value**=.012

As it is seen in the table 6.26, for females, the third factor of emotional intelligence (self-awareness) explains the greatest variance (β=.318) in active management by exception factor of transactional leadership for females.

Table 6.27 Results of Regression Analysis for Females_LF6

Dependent Variable: Transactional Leadership (LF6-Contingent Reward)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Awareness	.292	2.067	.043

R=.450; **R^2**=.203; **F value**=3.494; **p value**=.013

As it is shown in the table 6.27, for females, the third factor of emotional intelligence (self-awareness) explains the greatest variance (β=.292) in contingent reward factor of transactional leadership for females.

Table 6.28 Results of Regression Analysis for Females_LF8

Dependent Variable: Transformational Leadership (LF8- Inspirational Motivation)

Independent Variables:	**Beta**	**t value**	**p value**
Self-Awareness	.263	2.043	.046
Social Awareness	.393	3.130	qw.003

R=.584; **R^2**=.341; **F value**=7.104; **p value**=.000

As it is shown in the table 6.28, for females, the third factor of emotional intelligence (self-awareness) and the fourth factor of emotional intelligence (social awareness) explain the variance in inspirational motivation factor of transformational leadership. Between these two factors, especially social-awareness explains the greatest variance (β=.393) in inspirational motivation factor of transformational leadership for females.

According to the above regression analysis, below hypothesis are tested. Hypothesis **H6 and H7 are partially supported.**

H_6: Gender will moderate the relationship between emotional intelligence and transformational leadership.

H_7: Gender will moderate the relationship between emotional intelligence and transactional leadership.

6.7 T-Test Analysis

To analyze whether male managers or female managers make greater use of transactional or transformational leadership style and to analyze whether gender differences have a role in emotional intelligence levels, t-tests analysis are done. The eight factors of transactional and transformational leadership and gender relationships are studied by a t-test and the results are explained in the table 6.29 and table 6.30.

Table 6.29 Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
LF1	Female	60	4.1556	.54016	.06973
	Male	156	4.1068	.51290	.04106
LF2	Female	60	4.3778	.44665	.05766
	Male	156	4.2799	.45397	.03635
LF3	Female	60	4.4292	.46735	.06033
	Male	156	4.3542	.45610	.03652
LF4	Female	60	4.2556	.52567	.06786
	Male	156	4.1923	.58786	.04707
LF5	Female	60	4.5111	.45293	.05847
	Male	156	4.3932	.51569	.04129
LF6	Female	60	3.9056	.61092	.07887
	Male	156	3.8077	.60823	.04870
LF7	Female	60	3.7417	.86598	.11180
	Male	156	3.6506	.89878	.07196
LF8	Female	60	4.4500	.51007	.06585
	Male	156	4.4776	.45911	.03676

Table 6.30 Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
LF1	Equal variances assumed	.004	.948	.616	214	.539
	Equal variances not assumed			.602	102.329	.549
LF2	Equal variances assumed	.044	.834	1.425	214	.156
	Equal variances not assumed			1.436	108.668	.154
LF3	Equal variances assumed	.703	.403	1.075	214	.284
	Equal variances not assumed			1.063	104.792	.290
LF4	Equal variances assumed	.463	.497	.729	214	.467
	Equal variances not assumed			.766	118.933	.445
LF5	Equal variances assumed	.227	.634	1.555	214	.121
	Equal variances not assumed			1.648	121.045	.102
LF6	Equal variances assumed	.086	.770	1.058	214	.291
	Equal variances not assumed			1.056	106.660	.293
LF7	Equal variances assumed	.319	.573	.673	214	.501
	Equal variances not assumed			.685	110.777	.495
LF8	Equal variances assumed	5.151	.024	-.383	214	.702
	Equal variances not assumed			-.366	97.881	.716

According to the table 6.30, the significance results are higher than .005 for LF1 (Intellectual Stimulation; p=.948), LF2 (Individualized Consideration; p=.834), LF3 (Idealized Behaviors; p=.403), LF4 (Idealized Influence; p=497), LF5 (Active Management by Exception; p=.634), LF6 (Contingent Reward; p=.770) and LF7 (Passive Management by Exception; p=.573). Only leadership factor 8 (LF8) is below the significance level (Inspirational Motivation; p=.024). For the not significant factors, sig. (2-tailed) levels for "equal variances assumed" results are checked from t-test for equality of means analysis. For the significant factor (LF8), sig. (2-tailed) levels for "equal variances not assumed" results are checked from t-test for equality of means analysis.

As it is seen in the table 6.30, there is no statistically significant difference encountered between any of the transactional and transformational leadership factors and gender.

According to the above t-test analysis, below hypothesis are tested. Hypothesis **H3 and H4 are not supported.**

H_3: Male managers make greater use of transactional leadership style than female managers.

H_4: Female managers prefer transformational leadership style more than male managers.

As the second stage of t-test analysis, to analyze whether different gender types play a role in emotional intelligence levels of the leaders, another t-test is done. The results are explained in the table 6.31 and table 6.32.

Table 6.31 Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
IEF1	Female	60	3.9200	.54642	.07054
	Male	156	4.0359	.58032	.04646
IEF2	Female	60	4.2542	.56278	.07265
	Male	156	4.1138	.57736	.04623
IEF3	Female	60	4.4167	.38693	.04995
	Male	156	4.2596	.49341	.03950
IEF4	Female	60	4.2417	.51455	.06643
	Male	156	4.0272	.51633	.04134

Table 6.32 Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
IEF1	Equal variances assumed	.075	.785	-1.336	214	.183
	Equal variances not assumed			-1.372	113.185	.173
IEF2	Equal variances assumed	.002	.968	1.612	214	.108
	Equal variances not assumed			1.630	109.598	.106
IEF3	Equal variances assumed	2.531	.113	2.216	214	.028
	Equal variances not assumed			2.466	135.677	.015
IEF4	Equal variances assumed	.471	.493	2.736	214	.007
	Equal variances not assumed			2.741	107.415	.007

According to the table 6.32, the significance levels are higher than .005 for EIF1 (Relationship Management; p=.785), EIF2 (Self-Management; p=.968), EIF3 (Self Awareness; p=.113) and EIF4 (Social Awareness; p=493). All the emotional intelligence factors are above the accepted significant level (.005). For the not significant factors, sig. (2-tailed) levels for "equal variances assumed" results are checked from t-test for equality of means analysis in table 6.32. As it seen in the table 6.32 for the factors of emotional intelligence, factor EIF3 (Self Awareness; p=.028) and factor EIF4 (Social awareness; p=.007) there is a statistically significant difference.

Table 6.33 Group Statistics

	Gender	N	Mean	Std. Deviation
IEF3	Female	60	4.4167	.38693
	Male	156	4.2596	.49341
IEF4	Female	60	4.2417	.51455
	Male	156	4.0272	.51633

As the table 6.33 represents, emotional intelligence factor 3 self-awareness (IEF3) mean in females' group (4.4167) was greater than the males (4.2596). Emotional intelligence factor 4 social awareness (IEF4) mean in females' group (4.2417) was also greater than the males (4.0272). These results show that female managers are better at self-awareness and social awareness than males. In another word, their emotional intelligence level is higher than male managers in terms of self-awareness and social awareness.

According to the above t-test analysis, below hypothesis is tested. Hypothesis **H5 is partially supported.**

H5: Female managers have higher emotional intelligence level than male managers.

7. DISCUSSION

In this part of the study, the findings of the research will be evaluated. Afterward, the limitations of the study will be reviewed, and further managerial implications and recommendations for future research will be presented.

Competition in business life is increasing at an unbelievable pace. To survive in such an environment organizations get different positions according to the changing circumstances. From this point of view, leadership concept has an important role. Transformational and transactional leadership styles explain how leadership behaviors differ from each other and how this affects the long-term success of organizations. On the other hand, research shows that there is a relatively new concept called emotional intelligence and this concept plays an important role on the leaders' behaviors.

This study found that emotional intelligence has a positive association with transformational leadership. The four dimensions of emotional intelligence; relationship management, self-management, self-awareness, and social awareness have a significant and positive relationship with all dimensions of transformational leadership. There is a relationship between relation management ability of transformational leaders and their intellectual stimulation, individualized consideration, idealized behaviors, idealized influence and inspirational motivations. Self-management is having a talent of managing the negative and devastating emotions in a good way.

It has been found out that, there is a positive relationship between the self-management ability of transformational leaders and their intellectual stimulation, individualized consideration, idealized behaviors, idealized influence and inspirational motivations. The ability to manage own emotions and relationships creates emotionally intelligent leaders in terms of individualized consideration dimension (Barling et al., 2000). Social awareness of a transformational leader who has high social awareness also has the ability to feel the unmentioned emotions, understanding their perspectives and listening to the other individuals or groups.

As a result of this study, it has been found out that, there is a relationship between social awareness of a transformational leader and their intellectual stimulation, individualized consideration, idealized behaviors, idealized influence and inspirational motivations. Self- awareness is one of the fundamental dimensions of emotional intelligence. Shortly a person whose self-awareness is higher, he/she is aware of his/herself emotions. It has been found out in this research that, transformational leaders' self-awareness is quite high. There is a relationship between self- awareness of a transformational leader and their intellectual stimulation, individualized consideration, idealized behaviors, idealized influence and inspirational motivations. According to an exploratory study examined by Barling et al. (2000), the results are in parallel with this study. Self-management explains the greatest variance (β=.362) in intellectual stimulation factor of transformational leadership and explains the greater amount

of variance (β=.268) in inspirational motivation factor of transformational leadership.

Self-awareness is one of the fundamental dimensions of emotional intelligence and it explains the greatest variance of individualized consideration (β=.341) and idealized behaviors (β=.315) factors of transformational leadership. Social-awareness dimension of emotional intelligence explains the greater amount of variance in individualized consideration (β=.314), inspirational motivation (β=.393), idealized behaviors (β=.183) and idealized influence (β=.279) factors of transformational leadership. As the results are explained in detail, the findings of the study for emotional intelligence and transformational leadership style support the similar studies in the literature (Barbuto & Burbach, 2006; Erkus & Gunlu, 2008; Wang & Huang, 2009; Mandell & Pherwani, 2003).

For the transactional leadership style, there is a positive relationship between self-management, self-awareness, and social awareness of a leader and transactional leadership dimensions of active management by exception, contingent reward and passive management by exception. The relationship management of a leader has a positive relationship between active management by exception and contingent rewards but relationship management is not statistically significant with passive management by the exception of a transactional leader.

On the other hand for the transactional leadership style, as a result of the study, it has been found out that, only social awareness and self-awareness dimensions of emotional intelligence explain the greater amount of variance in transactional leadership. More clearly, social awareness explains the greatest variance in active management by exception (β=.265), contingent reward (β=.306) and passive management by exception (β=.241) factors of transactional leadership. According to several research findings, it has been found out a relationship between contingent reward component of transactional leadership style and emotional intelligence dimensions (Palmer, et al., 2001, Barling et al., 2000). Sosik and Megerian (1999) point out that the self-awareness dimension of the emotional intelligence may be the most important element of transactional leadership style.

Within the scope of this study, the moderator role of gender is also analyzed for both emotional intelligence and transactional, transformational leadership styles. As a result of the analysis whether male managers or female managers make greater use of transactional or transformational leadership style, it has been found out that there is no statistically significant difference between them. According to the literature, it has been found out that there is no significant difference between male and female managers' interpersonal and task-oriented leadership styles (Dobbins & Platz, 1986). In the research of Carless (1998), it has been found female managers are more transformational than male managers.

In accordance with majority studies, there was no significant relationship between male and female managers in terms of transformational leadership style (Eagley & Johnson, 1990).

For the analysis between emotional intelligence dimensions and transactional, transformational leadership dimensions based on different gender, remarkable results are encountered in this study. The self-management dimension of emotional intelligence explains the greater amount of variance on intellectual stimulation and inspirational motivation of a male transformational type of leaders. Social awareness dimension of emotional intelligence explains the greater amount of variance on idealized behaviors, idealized influence, and individualized consideration factors of the male transformational type of leaders. Social awareness dimension of emotional intelligence explains the greater amount of variance on active management by exception, contingent reward, and passive management by exception factors of the male transactional type of leaders. As it revealed in the results, social awareness dimension is very important both in the transactional and transformational type of the male leaders. When it comes to the female transformational type of leaders, all dimensions of emotional intelligence explain the variance in intellectual stimulation of them. Self-awareness dimension of emotional intelligence explains the greater amount of variance on individualized consideration and individualized behaviors factors of the female transformational type of leaders. Self- awareness dimension also plays an important role for the female transactional type of leaders.

Self-awareness explains the greater amount of variance both in active management by exception and contingent reward factors of the female transactional type of leaders. Social-awareness explains the greater amount of variance in inspirational motivation factor of transformational leadership for females.

As a result of this study on gender difference and its role on emotional intelligence levels of the leaders, it has been found out that female managers are better at self-awareness and social awareness than male managers. In another words, their emotional intelligence level is higher than male managers in terms of self-awareness and social awareness. According to the literature, there are also several studies which show the emotional intelligence level of female managers are higher than male managers in terms detecting emotional cues, responding effectively to others' mental situations, being more open to getting support from others, more adaptable than males to stressors, using more emotion-based strategies when required, expressing their feelings and emotions more than males without any hesitation and, feeling joy and sadness more intensely (e.g. Schutte et al., 2001; Ciarrochi, Chan & Bajgar, 2001; Ciarrochi, Chan & Caputi, 2000; McClure, 2000; Joseph & Newman, 2010; Deane, Wilson & Ciarrochi, 2001; Wood, Rhodes, & Whelan, 1989 and Fujita, Diener, & Sandvik, 1991).

7.1 Limitations

The current study is carried out only in the energy sector in Turkey. It may be useful if the study could be conducted in other sectors.

The second limitation is only transactional and transformational leadership styles are analyzed in the study. This may have a limiting impact on the result of the study. As a third limitation, only white-collar employees who are at middle and upper-level management are covered in the study. The data were collected from only employees working in the energy sector. Collecting data from a single source may create common method variance error.

7.2 Managerial Implications and Suggestions for Future Researches

As one of the most important point, managers should understand the importance of the relationship between transactional, transformational leadership styles and emotional intelligence. Leaders should be trained accordingly to develop their emotional traits. In terms of company perspective, they should inform their supervisors about transactional and transformational leadership styles and their predominant aspects.

This study may provide useful information for organizations in Energy sector to specify their own strengths and weaknesses in terms of different leadership style and emotional intelligence.

Future researchers also may explore the effects of other variables related with the concepts which are not included in the current study such as cultural backgrounds or work settings. Future researchers may also extend the sample to the larger scale to be able to examine different components of emotional intelligence and different leadership styles.

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Appendix A: Questionnaire

Değerli Katılımcı,

Bu anket iş dünyası için önemli olduğu düşünülen liderlik ve duygusal zeka ilişkisine yönelik enerji sektöründe faaliyet gösteren firmalarda çalışan yöneticiler ile ilgili (kendilerine bağlı en az 1 astın bulunması yeterlidir) bir yüksek lisans tez çalışması için gereken bilgileri toplamak üzere yürütülmektedir.

Çalışma sonucunda elde edilecek bilgiler gizlilik anlayışıyla değerlendirilecek olup, sonuçlar yalnız akademik amaçla ve iş dünyasındaki uygulamalara ışık tutmak için kullanılacaktır.

Herhangi bir sorunuz olduğunda veya çalışma hakkında daha ayrıntılı bilgi almak isterseniz esin.karamustafa@yeditepe.edu.tr adresinden irtibat kurabilirsiniz.

Anketin cevaplanması sadece 5 dakikanızı alacaktır, bu çalışmaya zaman ayırarak yapmış olduğunuz katkılardan dolayı öncelikle şahsım ve Yeditepe Üniversitesi adına teşekkür ederim.

Esin Yücel Karamustafa

1. Cinsiyetiniz: Kadın ( ) Erkek ( )
2. Yaşınız : _____
3. Medeni Durumunuz: Evli ( ) Bekar ( )
4. En son mezun olduğunuz eğitim kurumu

   Lisans ( )

   Yüksek Lisans( )

   Doktora ( )

5. Kurumdaki Göreviniz

   Danışman ( )

   Müdür Yardımcısı ( )

   Müdür ( )

   Direktör ( )

   Ortak ( )

5. Kaç yıldır çalışma hayatındasınız?

_____

6. Şu anki işyerinizde kaç yıldır çalışıyorsunuz?

_____

I. BÖLÜM

Aşağıda verilen ifadeleri dikkatlice okuyunuz ve bu ifadelerle ilgili görüşünüzü "Kesinlikle Katılıyorum" dan "Kesinlikle Katılmıyorum" a doğru uzanan değerlendirme aralığında cevap seçeneklerinden birine X işareti koyarak belirtiniz.	**Kesinlikle Katılıyorum**	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle Katılmıyorum**
1. Çoğu zaman hissettiğim kesin duyguların sebebinin farkındayım.					
2. Ne hissettiğimi gerçekten anlarım.					
3. Daima beni neyin mutlu edip etmediğini anlarım.					
4. Sahip olduğum duyguları iyi anlıyorum.					
5. Daima arkadaşımın duygularını onun davranışlarından bilirim(anlarım).					
6. Başkalarının duygularını iyi gözlemlerim.					
7. Başkalarının duyguları ve hislerine karşı duyarlıyımdır(hassasım).					
8. İnsanların benim hakkımdaki duygularını iyi anlarım.					
9. Daima kendi amaçlarımı belirler ve onlara ulaşmak için en iyisini yapmaya çalışırım.					
10. Kendime daima yetenekli bir kişi olduğumu söylerim.					
11. Kendimi motive eden bir kişiyim.					
12. En iyisini yapmak için kendimi daima cesaretlendirmek isterim.					
13. Terslikleri kontrol edebilirim ve zorlukları rasyonel bir şekilde ele alabilirim.					
14. Duygularımı kontrol edecek yeteneğe büyük oranda sahibim.					
15. Çok kızgın olduğum zamanlarda çabucak sakinleşebilirim.					
16. Duygularımı iyi kontrol edebilirim.					
17. Başkalarının bakış açısını da düşünür ve dikkate alırım.					

II. BÖLÜM

Aşağıda verilen ifadeleri dikkatlice okuyunuz ve bu ifadelerle ilgili görüşünüzü "Kesinlikle Katılıyorum" dan "Kesinlikle Katılmıyorum" a doğru uzanan değerlendirme aralığında cevap seçeneklerinden birine X işareti koyarak belirtiniz.	**Kesinlikle Katılıyorum**	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle Katılmıyorum**
1. Astlarımı yapılacak işler için heveslendiririm.					
2. Astlarım bana tamamen güvenir.					
3. Astlarımı fikir ve önerilerini bana anlatmaları için teşvik ederim.					
4. Astlarım için bir ilham kaynağıyımdır.					
5. Astlarıma ilham verdiğimden dolayı bana sadıktırlar.					
6. Astlarıma ilham vererek organizasyona olan bağlılık ve sadakatlerini arttırırım.					
7. Fikirlerim astlarımın daha önce sorgulamadıkları fikirlerini yeniden düşünmelerine neden olur.					
8. Astlarım için çok karmaşık olan konularda yeni yaklaşımlar kazandırırım.					
9. İhmal edilmiş astlarıma özel ilgi gösteririm.					
10. Astlarımın isteklerini anlar ve elde etmeleri için yardımcı olurum.					
11. Astlarım iyi bir iş çıkarttıklarında onları takdir edeceğimi bilirler.					
12. Astlarıma çabaları sonucunda ödüllendirmeleri için ne yapmaları gerektiğini anlatırım.					
13. Astlarımın, grup içinde gösterdikleri performansın ne gibi sonuçlar doğurabileceğini bilmelerini sağlarım.					
14. Astlarım ne zaman isterse tamamladıkları iş sonucunda ne alacaklarının pazarlığını yapabilirler.					
15. Astlarımdan sadece işin bitmesi için kesinlikle gerekli olanı yapmalarını isterim.					
16. Astlarımın yaptıkları işlerde inisiyatif almalarını teşvik ederim.					
17. Astlarıma sadece işlerini yapmaları için gerekli olanı anlatırım.					
18. Astlarımın bana ihtiyaçları olduğu zamanlarda yanlarındayımdır.					
19. Astlarımın acil sorularına en kısa zamanda cevap veririm.					
20. Astlarımdan performans hedeflerini yakalamak için neler beklediğimi açıkça belirtirim.					

21. Beklentilerimi karşılayan astlarıma onları takdir ettiğimi belirtirim.					
22. Astlarımın geleceğe ümitli ve olumlu bakmalarını sağlarım.					
23. Astlarımın başarılması istenen olaylara karşı istek ve ilgi duymalarını sağlarım.					
24. Astlarımı zorlayacak bir gelecek vizyonu sunarım.					
25. Hedeflerin gerçekleşmesinde astlarıma olan güvenimi belirtirim.					
26. Astlarımla kendim için önemli olan değerler ve inandıklarım hakkında konuşurum.					
27. Astlarıma güçlü bir amaç algısına sahip olmanın önemini özellikle aktarırım.					
28. Astlarımın, vermiş olduğum kararların ahlaki ve etik sonuçlarını bilmelerini sağlarım.					
29. Astlarıma kolektif bir görev algısına sahip olmanın önemini vurgularım.					
30. Astlarımın problemlerini tekrar inceleyerek uygun olup olmadıklarını düşünmelerini sağlarım.					
31. Astlarımın problemlere farklı bakış açısıyla bakmalarını sağlarım.					
32. Astlarıma işi tamamlamaları için yeni yaklaşımlar öneririm.					
33. Astlarıma bilmediklerini öğretmek ve rehberlik yapmak için vakit ayırırım.					
34. Astlarıma sadece grup üyesi olarak değil birer birey olarak davranırım.					
35. Astlarımın her birini farklı ihtiyaçları, kabiliyetleri, arzuları olan kişiler olarak düşünürüm.					
36. Astlarımın güçlü yanlarını geliştirmelerinde yardımcı olurum.					

Appendix B: Curriculum Vitae

Esin Yücel KARAMUSTAFA

Personal Information :

Birthday:	24.08.1983
Birthplace:	Kayseri
Marital Status:	Married

Education :

High School:	Gokdil College
Bachelor's Degree:	Kocaeli University / Economics
Master Degree:	Yeditepe University / MBA

Professional Experiences:

2014- …. Yeditepe University – Research Assistant (still continue)

2010-2014 Papillon Istanbul Advertising Agency – Business Development Manager

2006-2010 Maersk Line – Senior Business Process Analyst