

Research Article

The Relationship Between Emotional/Social Intelligence and Transformational Leadership: A Model for Public Sector Organizations

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INTRODUCTION

The public service is part of a multi-dimensional, inter-dependent and interdisciplinary 21st-century work environment (Van Wart, 2011; Yorks & Nicolaidis, 2012). It is a vital institution for the progress of any society. Yet, it is often turbulent, complex, and dynamic with regards its functions (Kramer, 2008: 297; Newman, Guy & Mastracci, 2009; Vaill, 1996). Not surprisingly, over the past few decades, trust and confidence in the public service has declined remarkably across continents.

Leadership is widely viewed as the “weakest link” in the public service (Kramer, 2008: 297; Newman et al., 2009), with many nations facing “a crisis in public leadership” (Beinecke & Spencer, 2009: 340). Several public sector scholars implore the pressing need for strong and effective leadership (Denhardt & Denhardt, 2000, 2006, 2007; Holzer & Illiash, 2009: 145). Effective public leaders are crucial to successful societal outcomes (Goleman, 2001). Many scholars have advocated for visionary, ethical, authentic, compassionate, and caring leaders (Bennis, 2009; Denhardt & Denhardt, 2006, 2007; Newman et al., 2009) who endeavour to “enhance the quality of life of their citizens” (Denhardt & Denhardt, 2006: xvii).

There are various leadership models that aim to create the conceptual basis of leader behaviour and the

interaction between the leader–member dyad, with the transactional leadership model as one of the most influential. During the last decade, transformational leadership has been well established as the most effective leadership behaviour as it is primarily related to and based upon emotions and emotion-based interactions (Palmer *et al.*, 2001).

Extensive research has shown that leaders who exhibit positive leadership behaviours—such as intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence—achieve greater employee performance, effort, satisfaction, and organizational effectiveness (see Lowe, Kroek, & Sivasubramaniam, 1996). Leaders who have the ability to understand and control their emotions exhibit high commitment toward the organization and induce self confidence in subordinates - so are respected and accepted by employees (Barbuto & Burbach, 2006; Palmer, et. al., 2001).

This study examines emotional intelligence (EI) as well as transformational leadership (TL) in a sample of public service employees (from the rank of manager and above) representing a broad variety of jobs across the civil service. The objective is to investigate the relationship between emotional intelligence and transformational leadership in Nigeria’s public service. Specifically, it aims to measure and analyse the levels

of emotional intelligence of managers in the Government, in order to identify if their emotional intelligence has an influence on their leadership styles. Secondly, the study will identify if emotional intelligence has an impact on leadership and vice versa, if leadership has an impact on emotional intelligence.

Specific objectives include: to review literature on emotional intelligence and transformational leadership and a contextual analysis of the transforming public service institution; Furthermore, it sets out to test the existence of empirical relationships between emotional intelligence competency and leadership performance of managers in the public service through quantitative statistical analysis.

Emotional and Social Intelligence

Goleman (1995) defined EI as: “understanding one’s own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living”. George (2000) argues that emotions play a central role in the leadership process, and that emotional intelligence contributes to the effectiveness of leaders. Goleman (2001) designed a competency-based model of emotional intelligence that include the following four competencies: self-awareness; self-management; social-awareness and relationship management.

According to Goleman (1995), *self-awareness* means having a deep understanding of one’s emotion, strength, weakness, needs, and drives and having a clear knowledge of his or her own values, goals, and dreams (Goleman et al., 2002). *Self-management* is the ability to keep destructive feelings and impulses under control. Goleman (2004) identifies this competency as an ongoing inner conversation that controls negative feelings and emotions. A self-managed leader controls emotions rather than being controlled by them (Goleman et al., 2002). *Social awareness* means the capability to know what is socially acceptable in the society and how a person should act in that manner accordingly. *Relationship management* includes a set of competencies such as essential and basic social skills, the ability of analysing and influencing the emotions and actions of others and also eliciting desirable responses in them in return.

On the other hand, Social intelligence comes from our ability to be socially aware and to manage our relationships intelligently: the ability to pick up on emotions in other people and to work out what’s really going on with them; to appreciate another person’s perspective; to understand and appreciate the impact of your communication on others; to cultivate rapport and be attuned with a broad diversity of people; to manage interactions effectively; to engage with others for mutual benefit.

In *Social Intelligence and the Biology of Leadership*, Goleman and Boyatzis propose that “leading effectively

is less about mastering situations-or even mastering social skill sets, than about developing a genuine interest in and talent for fostering positive feelings in the people whose cooperation and support you need.” They define social intelligence as “a set of interpersonal competencies built on specific neural circuits (and related endocrine systems) that inspire others to be effective.”

Emotional Intelligence (EI) and Social Intelligence (SI) are not isolated but rather they interact and are inextricably linked with each other (Moran et al., 2006). Many have stated that SI and EI are aspects of multiple intelligence theory (Salovey & Mayer, 1990; Huy, 1999; Dulewicz & Higgs, 2000; Matthews et al., 2002; Earley & Ang, 2003; Law et al., 2004; Alon & Higgins, 2005). Initially, EI was established as a subset of SI (Salovey & Mayer, 1990) and since its establishment many have acknowledged that EI is grounded in SI (Salovey and Mayer, 1990; Dulewicz & Higgs, 2000; Wong and Law, 2002; Dulewicz et al., 2003; Law et al., 2004; Cartwright and Pappas, 2008).

In general, the relationship between the two seems unclear because some scholars see SI as encompassing EI (Salovey and Mayer, 1990; Goleman, 2006; Ascalon et al., 2008). Others have argued that SI and EI are one construct (Kobe et al., 2001; Bar-On et al., 2003; Bar-On, 2005). Whereas others believe that EI is actually the umbrella term that includes social cognition (Qualter et al., 2007). And still others state that SI is partly overlapping EI and interpersonal intelligence (Bjorkqvist, 2007). However the relationship is construed, both EI & SI include aspects of interpersonal and intra-personal skills; utilize three communication skills of expressiveness, sensitivity and control.

Transformational Leadership

The concept of transformational leadership, a component of Bass and Avolio’s “full range leadership theory” (Antonakis & House, 2002; Avolio, 1999; Bass, 1998), is one of the most widely researched paradigms in the leadership field and has shown substantial validity for predicting a number of outcomes including leader performance and effectiveness ratings in addition to follower satisfaction and motivation (Judge & Piccolo, 2004; Sashkin, 2004). Bass & Avolio, (1997) identified five dimensions of transformational leadership which are: idealized influence (attributed), idealized influence (behavioural), individual consideration, inspirational motivation, and intellectual stimulation. *Idealized influence (attributed)* refers to the socialized charisma of the leader and whether or not he or she is perceived as being confident and committed to high-order ideals. *Idealized influence (behavioural)* refers to charismatic actions by the leader that are based on values, beliefs, or ideals. *Individualized consideration* is the extent to which a leader attends to the needs and concerns of his or her followers by providing socio-emotional support. *Inspirational*

motivation is the degree to which leaders inspire and appeal to followers by setting challenging goals and communicating optimism with regard to goal attainment. *Intellectual stimulation* refers to the extent to which leaders engage in behaviours that cause followers to challenge their assumptions, think creatively, take risks, and participate intellectually.

Beyond the sub-dimensions of transformational leadership, Bass and Avolio's (1997) full range model of leadership also contains three transactional leadership factors: contingent reward, management-by-exception (active), and management-by-exception (passive). *Contingent reward* refers to the degree that leaders operate according to economic and emotional exchange principles with followers. The leader sets out clear goals and expectations and rewards followers for working toward them. *Management by-exception (active)* is the extent to which a leader actively monitors followers for mistakes and tries to correct them. *Management-by-exception (passive)* refers to leaders who wait for mistakes to occur before acting to correct them.

Several studies suggest that transformational leadership is an essential job resource and a key driver for enhancing employee engagement (Beevaart and Bakker, 2017; Beevaart et al, 2014; Zhu et al, 2009). Apple co-founder and former CEO Steve Jobs is a figure frequently described as the ideal example of a transformational leader. Steinwart et al. (2014) ascribe three attributes to Jobs that are commonly associated with transformational leaders: "creativity," "vision," and "passion." When Apple first went public in 1980, it was worth about \$100 million. However, following Job's return and restructuring, Apple's net worth increased to over \$800 million. By 2018, Apple's valuation passed the \$1 trillion mark, making it one of the most profitable companies in the world.

Another example relates to the success of Southwest Airlines, which is often attributed to the co-founder Herb Kelleher, and his commitment to maintaining a high-quality work-force (Murrow, 2004; Avolio and Bass, 2002). The following unique set of competencies has been attributed to Herb

Kelleher:

- i. Establishing a culture environment in which diversity, dignity and respect are valued,
- ii. Developing a value-added leadership development program based on the philosophy "hire for attitude and train for skill",
- iii. Staying in touch with employees through effective communication and sense of humour,
- iv. Inspiring through commitment, putting employees first,
- v. Creating a shared vision by influencing employees and translating that vision into action, and

- vi. Developing innovative strategies keeping SWA a successful airline in a competitive marketplace (Krames, 2003).

Keller was CEO of SWA from 1971 to 2008. In those years, SWA remained a top competitor in the US airline rankings with over \$20 billion in revenue.

Similarly, the transformation and success of Qantas Airline has been attributed to transformational leadership style adopted by the CEO, James Strong. In 1993 Qantas was merged with Australian Airlines to form the global and domestic carrier, Qantas. Strong pursued cost cutting and undertook significant changes required for the airline to compete during a period of intense global competition. For the year ended 30 June 2013, the Qantas Group reported underlying profit before tax of \$192 million, statutory profit before tax of \$17 million and statutory profit after tax of \$6 million.

Correlation between Emotional Intelligence and Transformational Leadership

As Palmer, Walls, Burgess, and Stough (2001) stated, emotional intelligence has fast become popular as a means for identifying potentially effective leaders and as a tool for nurturing effective leadership skills. Their findings indicate that emotional intelligence may be an underlying competency of transformational leadership. Similarly, Gardner and Stough (2002) found that the two underlying competencies of effective leadership are the ability to monitor emotions in one's self and in others. In fact, their research supported the existence of a strong correlation between transformational leadership and overall emotional intelligence. Barling et al.(2000) revealed that emotional intelligence is associated with transformational leadership. In contrast, active and passive management and *laissez faire* management were not associated with emotional intelligence (Barling et al., 2000).

Analysis by Sivanathan and Fekken (2002) demonstrated that the followers perceived leaders with high emotional intelligence as more effective and transformational. Barling et al. (2000) asserted that emotional intelligence is associated with the three aspects of transformational leadership (i.e. idealized influence, inspirational motivation, and individualized consideration) and the contingent reward. The subordinates see individuals with higher emotional intelligence as displaying more leadership behaviours.

Gardner and Stough (2002) further found that leaders with a high emotional intelligence component of understanding emotions were able to accurately perceive the extent to which followers' expectations can be raised. Furthermore, they found that a major component of individualized consideration is the capacity to understand followers' needs and interests accordingly. With emphasis on empathy and the ability to manage relationships positively, leaders having

emotional intelligence are likely to manifest individualized consideration.

According to Palmer et al. (2001), inspirational motivation and individualized consideration components of transformational leadership are significantly correlated with the ability to both monitor and manage emotions in oneself and others. Additionally, Gardner and Stough (2002) established that the ability to manage emotions in relationships allows the emotionally intelligent leader to understand followers' needs and to react accordingly (related to the component of individualized consideration). The ability to monitor and manage emotions in oneself and others were both significantly correlated with the inspirational motivation and individualized consideration components of transformational leadership. Barling et al. (2000) recognised that individuals high in emotional intelligence exhibit and utilize transformational behaviours in leadership roles.

Transformational Leadership in the Public Sector

There are significant differences between public and private sector organizations (Dahl and Lindbloom, 1953; Downs 1967; Lindblom, 1977; Wamsley and Zald, 1973; Rainey, 1989). Major differences relate to values, structure, legal framework, interest representation, purpose, culture and impact of decisions (Ticlau, Mora, Tiganas and Bacali, 2010). In addition to this, the specific environment of public administration has traditionally been regarded as a system characterized by inertia, rigidity, and immovability (Hintea, 2008: 51).

Notwithstanding, a series of meta-analytical studies have proved that transformational leadership behaviour is at least as common and effective in public organizations (Dumdum, Lowe, Avolio 2002; Lowe, Kroeck, Sivasubramaniam, 1996) as it is in private ones. Recent studies suggest that, on average, government organizations exhibit only moderate levels of bureaucratic control mechanisms such as centralization, formalization, and routinization (Wright and Pandey, 2009; Boyne 2002; Wright 2004).

Several examples can be found of successful transformational leadership in the public sector. The first is Rwanda. Two decades ago, the East African nation was world-famous only for the 1994 genocide. Today, Rwanda has achieved continental and global recognition for other reasons: according to the World Bank, the country has the second highest "ease of doing business" ranking in Africa after Mauritius. The country is positioned to become Africa's information technology hub, and over one million Rwandans have been pulled out of poverty over the past decade. Rwanda has become popular with foreign investors such as Starbucks, Visa Inc., and other corporations, and is targeting inflows of \$1.5 billion a year in foreign direct investment. This has been attributed largely to the

vision, grit, discipline, pragmatism and hands-on project management style of its president, Paul Kagame and his ability to instill in government bureaucracy.

Secondly, the story of Singapore's developmental success has been articulated many times, from varied perspectives. Most commentators focus on three decisive factors: meritocracy in recruitment and promotion for all government jobs, zero tolerance for corruption and enlightened leadership. Both political leadership under Lee Kuan Yew the civil service were imbued with an intrinsic sense of public service motivation. A comparative analysis of the role of the public bureaucracy in policy implementation in five Association of Southeast Asian Nations (ASEAN) countries has confirmed that Singapore is the most effective because of its favourable policy context and its effective public bureaucracy. The emphasis on meritocracy and training in Singapore's public bureaucracy has resulted in a high level of competence of the personnel in implementing policies (Jones: 2016: 319).

Similarly, Mauritius has achieved radical transformation owing to leadership style. At the time of independence 1968, the country was characterised with some serious problems such as excessive dependence on a monoculture economy, a rapidly growing population, lack of technical skills and capital for investment, and high unemployment (Meisenhelder: 1997). Mauritius has since turned the situation around and has become a successful economy achieving economic diversification, broad-based prosperity, a wide range of free public services and benefits, safety nets targeting vulnerable groups, relatively equal distribution of income, and a vibrant and democratic political system. This was possible through committed and visionary leadership, adopting appropriate development ideology, effective and efficient public institutions in providing effective administrative services, managerial, and technical expertise, investment in human development among others (Zafar: 2011; Kieh: 2015).

A contrary example to the above is Nigeria which since independence in 1960, has battled integrity, transparency and accountability problems within its public service. The crisis of governance over the past decades in Nigeria has been associated with the collapse of ethical and professional standards in virtually every aspect of the country's national life. There has been series of reforms in the Nigerian civil service; the history dates back to the pre-independence era. The essence has been to position the civil service on effective pedestal to address the myriad service delivery challenges confronting the country. According to the United Nations (2001: 65) the reforms include: the Harragin Commission, 1946; Gorsuch Commission, 1954; News Committee, 1958/59; Mbanefo Commission, 1959; Morgan Salaries and Wages Commission, 1963; Elliot Grading team, 1966; Wey

Panel on Public Service Management and Salary Administration, 1968; Adebayo Commission, 1971; Udoji Public Service Review Commission, 1972; Dotun Phillips Panel, 1985; Presidential Taskforce on Civil Service, 1985; Civil Service Reform through Decree 43, 1988; Allison Ayida Committee, 1994 and the Presidential Panel on Review and Harmonization and Rationalization of Federal Government Parastatals, Institutions and agencies of 1999-2000.

However, these successive reforms aimed at achieving efficiency and effectiveness have failed to make significant impact in terms of re-engineering the public sector. Central to the failure of the reform exercises and the root of consistent inefficiency within the public service have aptly been described as the many ills of the Public Service (Adegoye : 2005). He dwelt on capacity challenge, wrong training and emphasis on number of years spent on a position instead of concrete and measurable achievements. In the words of another theorist, "the service is acknowledged to be inefficient, incompetent, corrupt and lacking in motivation and commitment to its duties". Prof. Attahiru Jega had argued that "public sector institutions have become very weak, if not decomposed". The Allison Ayida Panel, which was constituted to review past public service reforms in Nigeria with a view to proffering measures of further reinvigorating the bedridden service identified the major ills of the service which needed urgent correction to improve the dynamism and effectiveness of the public service as follows: (i) politicization of the top hierarchy of the civil service (ii) lack of financial accountability and probity (iii) perpetual breakdown of discipline (iv) virtual institutionalization of corruption at all levels and segments of the Service (v) disregard for rules and regulations (vi) loss of direction (vii) general decline of efficiency and effectiveness. To promote effectiveness and efficiency in the public service, Adegoye (2006:29) suggests the following measures: organizational restructuring, rightsizing or service cleansing, review of public service rules and regulations, service-wide capacity building, tracking corruption, and pension reforms. In a recent paper entitled "Global Best Practice in Corporate Governance, and the Way Forward for Nigeria: the Challenge of Wasteful Governance Culture and International Corruption," (2018) Professor Bola Akintarewa argued that good governance gives rise to excellent performance in both private companies and public organizations. He stressed the need to pay attention to performance, effective controls, accountability and integrity.

As mentioned earlier, the public sector operates quite differently from the private sector and comparing States (as has been done in the case of the public sector examples) and individual private sector corporations may not be a perfect fit. Suffice it to say that the selected States exemplify where either the totality of the

public sector institutions or a good percentage adopted wholesale reform that deliberately promoted elements of transformational leadership.

Thus, despite the inefficiencies that characterise the Nigerian bureaucracy, several agencies of government have performed creditably well, seeming to rise above the traditional impediments that handicap the civil service. In recent years, government agencies (such as National Agency for Food and Drug Administration and Control (NAFDAC), Economic and Financial Crimes Commission (EFCC), Nigeria Communications Commission (NCC), Federal Inland Revenue Service (FIRS), Independent National Electoral Commission (INEC), Corporate Affairs Commission (CAC), Bureau of Public Enterprises (BPE), and the National Institute for Legislative and Democratic Studies (NILDS) among others), and even state governments, such as Lagos State in South-West Nigeria, have all performed creditably well and delivered results. In all these cases, leadership was often one of the key variables for success.

In the case of NILDS, success in providing legislative support services and capacity development for the legislature in Nigeria and beyond over the last twelve years has been largely due to the leadership and management style adopted from its inception. It provides a good case study in the effective deployment of the blended leadership model, i.e. a mix of transformational and transactional leadership styles. NILDS uses a hybrid system whereby the leadership has a vision and is focused. A lot of the time, the Management uses elements of transformational leadership. For instance, shared leadership and ownership of the Institute's vision is advocated and vigorously promoted through regular meetings: weekly Management Meeting and consistent general staff meeting. The Institute's use of strategic plans also fits within the general transformational leadership model. Through these four (4) year plans, the Institute is able to plan and respond to changes and uncertainties (NILDS, 2018).

Additionally, success/achievement is celebrated, for instance, through social events like the end of year get-together. There is also a strong emphasis on work-life balance (WLB) which is primarily concerned with people having a measure of control over when, where and how they work (Kalliath and Brough, 2008). Emotional familial bond is thus built through participation not just in formal events but more through social interaction.

Another aspect of transformational leadership visible at the Institute is the emphasis on innovation whereby the Director-General (DG) and Management encourage, inspire and motivate staff to innovate and develop ideas and activities that will help grow and shape the future success of the Institute. Also, the Institute has been

strengthened through its ability to *learn, relearn* and *unlearn* and therefore improve on future programmes based on past experiences. *Learning* refers to the process of building knowledge relevant to the mission and vision of the Institute. This is important given the specialised nature of the work carried out by the Institute. *Unlearning* denotes letting go of deeply held assumptions particularly about what works based on practice (Warrell, 2014). Often, the Institute has had to change or modify its strategies for service delivery to achieve better results. *Relearning* is the process of creating new understandings and behaviours to achieve better results. Several arrangements have also been put in place to promote knowledge sharing (Warrell, 2014). Examples include intra-departmental seminars, in-house training activities and occasional paper series. In general, excellence is promoted and younger members are developed for the future through coaching and mentoring.

On the other hand, there are times when the leadership of the Institute resorts to elements of transactional leadership. This is amply demonstrated in the entrenched tradition of evaluating staff performance. Through the bi-annual evaluation, management tracks the performance of all employees based on specific goals and targets that have been set for them in the Institute's annual work-plan. Staff who are performing optimally are ultimately rewarded while non-performing staff are either cautioned, sanctioned or encouraged to improve on their performance and outputs. Additionally, being a public service organization, there is an emphasis on hierarchy, and the corporate structure and culture. Staff are required to follow through official channels of communication starting with their immediate or line supervisor through to the Directors and ultimately the Director-General. Similarly, in order to achieve results, often the Director-General has had to be pragmatic, which is distinct characteristic of a transactional style of leadership. This is a practical approach to solving problems and achieving quick results by taking into account all realistic constraints and opportunities. In this regard, the DG has had recourse to work with small teams of experts on specific projects to deliver timely and efficacious results.

RESEARCH METHODOLOGY

Design/Methodology/Approach

A cross sectional design survey was used to answer the research questions. Participants were purposively selected. Participants were selected based on characteristics of a population and the objectives of the study. Given that this study aims to measure the EI and TL traits of public sector leaders, only public sector managers (GL. 15 and above) were targeted given that in the Nigerian public sector, it is this group that occupy leadership positions and head various units and departments. Also, the study is restricted to the public service as outline in the objectives. This is mainly due

to the dearth of research in this area and also the challenges of the public service identified in the literature review above.

This study applies a model of emotional intelligence competencies to public sector managers across the various ministries, departments and agencies of government. A broad self-assessment questionnaire was used to measure the presence or absence of emotional intelligence competencies defined in an emotional competence inventory (ECI). In order to understand the emotional intelligence amongst the target group; data was collected on the basis of four dimensions given by Goleman:

- Self-awareness,
- Social-awareness,
- Self-management,
- And Relationship-management.

The ECI measures a set of specific emotional intelligence indicators that together estimate an individual's capacity for integration in group work settings and ability to manage and direct others through the reading and harnessing of expressed or suppressed emotions (Goleman, 1998)

The transformational leadership survey was used in this study to measure transformational leadership among participants. Over the past 2 decades, this instrument has emerged as the primary means of quantitatively assessing transformational leadership styles in scores of research studies.

Primary data of the study was obtained through a structured questionnaire administered through in person to leaders (managers and above) working in various ministries, departments and agencies of government, including the National Assembly. A total 350 questionnaires were sent out and 281 were completed and returned. The data was analysed using Excel and SPSS analysis packages. Analyses were carried out with respect to responses in percentage.

RESULTS AND DISCUSSIONS

Data Presentation

Table 1 shows the data distribution of the sampled respondents. Two hundred and eighteen (218) questionnaires (81-Transformational Leadership and 137-Emotional Intelligence Self-Assessment) were administered and were fully filled and returned for the purpose of this study.

Demographic Data of Respondents

The demographic data of 81 respondents to Transformational Leadership Survey questionnaires are displayed in Table 1. Information on the demographic data of respondents reveals that 72.8% (59) of the respondents were males, 24.7% (20) of them were females, with 91.4%, 3.7% and 1.2% of the respondents married, single and divorced respectively. Similarly, the

data reveals that 2.5%, 22.2% and 70.4% of the respondents possess Diploma or Lower, Bachelor Degree and Master/Higher Degree respectively. The data indicates that 2.5%, 6.2%, 13.6% and 76.5% of the respondents have “Less than 5 years”, “6-10 years”,

“10-15 years” and “Over 15 years” working experience respectively.

In general, therefore, the results of the survey indicate that the respondents have the versatile knowledge required to provide answers to the questionnaires.

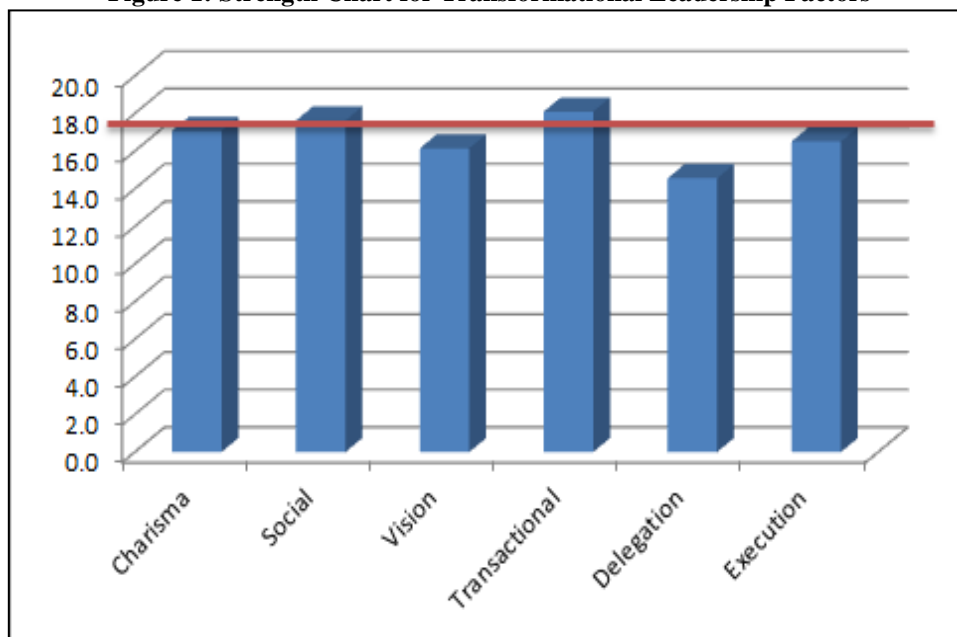
Table 1: Demographic Data of Respondents		
Variables	Frequency	Percentage (%)
Gender		
Male	59	74.68
Female	20	25.32
Total	79	100.00
Marital Status		
Single	74	93.67
Married	3	3.80
Divorced	1	1.27
No Response	1	1.27
Total	79	100.00
Education		
Diploma or Lower	2	2.53
Bachelor’s Degree	18	22.78
Master and Higher Degree	57	72.15
No Response	2	2.53
Total	79	100.00
Work Experience		
Less than 5 years	2	2.53
6-10 years	5	6.33
10-15 years	11	13.92
Over 15 years	62	77.22
Total	79	100.00
Source: Field Survey, 2018		

Exploratory Analysis

The leadership skills of 81 managers are measured on six factors; Charisma, Social, Vision, Transactional, Delegation and Execution. The expected skill score for the six factors is 16.7. Figure 1 below shows the strength for the various transformational leadership factors: Charisma (17.1), Social (17.6), Vision (16.1), Transactional skill (18.1), Delegation (14.6) and Execution (16.5%). Charisma, Social and Transactional skills of the managers are greater than the expected skill score (16.7) which implies Charisma, Social and

Transactional skills are the strong leadership factors; while Vision, Delegation and Execution skills are below the expected skill score (16.7) which also implies Vision, Delegation and Execution are the weak leadership factors. While transactional elements appear dominant, critical elements of transformational leadership such as delegation and vision fall below expectation. However, the managers surveyed scored high in other aspects of transformational leadership particularly charisma and social skills.

Figure 1: Strength Chart for Transformational Leadership Factors



Source: Author's computation from field survey

Based on the design of the emotional intelligence questionnaires administered, four groups were generated to assess the emotional intelligence of the respondents namely; emotional awareness, emotional management, social emotional awareness and relationship management. As shown in Table 2 below, social awareness has the highest mean (32.18), this is closely followed by relationship management with mean (30.27), next is self-management with mean (30.16) and self-awareness has the lowest mean (28.36). This signifies that social emotional awareness has the highest emotional intelligence (EQ) strength and emotional awareness with the lowest EQ strength. The difference in EQ scores between these four groups is statistically since the p-value is less than 0.01. The bulk of managers surveyed therefore think they have the ability to recognise their emotions and those of others

they manage. They also express confidence in their ability to identify, analyse and manage relationship with those within and outside their teams (units or departments). This implies ability to empathize, communicate, persuade and lead others without alienating others. Similarly, respondents score high in self-management which implies ability to control their emotions. However, respondents score lower with regards self-awareness and self-management. Self-awareness has been described as the foundation of personal growth and success and Goleman (1998) calls it the 'keystone' of emotional intelligence. It entails understanding how one's emotions affect interactions with others. It is only by being aware of his/her emotions and their potential impact on others and output that a leader can devise means to address them.

Table 2: Descriptive Statistics and Differences btw the Four EQ Groups

	M	SD	Min	max
Self-Awareness	28.36	3.66	17	37
Self-Management	30.16	4.13	20	39
Social Awareness	32.18	4.07	24	40
Relationship Management	30.27	4.31	21	40

F = 14.64, p < 0.01

Source: Author's computation from field survey

In line with the emotional competence inventory (ECI) used in this study, areas with scores below 24 require attention and development, scores between 25 and 34 require strengthening while those above 34 implies enhanced skills and hence should be leveraged to

develop weaker areas. The results as shown above in table 3 below indicate that managers in the public sector need to further develop in all aspects of emotional intelligence (self-awareness, social-awareness, self-management and relationship-management). Social

awareness and relationship reflect the lowest scores in this regard while self-awareness and self-management, even though measuring slightly higher, also require further development. As indicated by the p value, all the

factors of emotional intelligence in table 3 are statistically significant and hence important attributes of emotional intelligence.

Table 3: Differences between three EQ groups on Emotional Intelligence Self-Assessment

	Requires		Strengthening		Leverage		Univariate	
	M	SD	M	SD	M	SD	F(2,134)	p
Self-Awareness	20.89	5.47	28.95	2.4	39.5	11.53	66.77	<0.01
Self-Management	21.14	6.21	29.55	2.31	36.4	1.35	134.86	<0.01
Social Awareness	14.4	13.15	30.13	2.39	37.14	1.52	153.26	<0.01
Relationship Management	19.25	9.05	29.32	2.64	29.83	5.62	107.01	<0.01

Source: Author's computation from field survey

The descriptive statistics and inter-correlations for all the variables for both transformational leadership and emotional intelligence are presented in Table 4. The study tested the relationship between emotional intelligence and transformational leadership. As has been the case in previous studies (Barbuto&Burbach, 2006; Gardner &Stough, 2002), this research also found several correlations (positive and negative) that support the role of emotional intelligence in transformational leadership. Emotional intelligence shared positive significant relationships with some aspects of transformational leadership, i.e., charisma and transactional. This implies that managers with strong self-management skills have a greater likelihood of exhibiting qualities of transformational leaders. This finding is consistent with the findings of Barbuto & Burbach (2006), Kellett et al. (2002) and Wolff et al. (2002). The results also show that leaders with strong self-management skills display transactional attributes and tend to focus on supervisory role, organization, and group performance (i.e. transactional qualities).

To bring about public sector transformation and improve performance, leaders in the sector must be able to manage their emotions which in turn can increase

subordinates' positive perceptions about the leader, their own feelings, and job satisfaction. Thus, self-management is key to the leader's ability to change the work environment by inspiring commitment in staff.

The analysis also points to a positive relationship between social awareness and transactional qualities of transformational leadership. This implies that the stronger the social awareness skills of a leader, the greater his/her leaning to transactional aspects of transformational leadership.

However, social awareness shared a negative relationship with work experience, education and delegation. It is expected that the higher the level of education and experience of a leader, the higher his/her social awareness skills. However, the negative relationship in this study implies the contrary.

Similarly, relationship management shared negative significant relationships with the education and work experience. This implies that social awareness is not dependent and does not necessarily become stronger with higher levels of education and work experience.

Table 4: Descriptive Statistics and Intercorrelations of All Study Variables

		Mean	SD	1	2	3	4	5	6	7	8	9	10	11
Transformational Leadership														
1	Education	2.71	0.51											
2	Work Experience	3.66	0.71	0.13										
3	Charisma	9.27	1.72	0.10	-0.08									
4	Social	9.57	1.82	0.11	0.12	0.56**								
5	Vision	8.77	2.26	0.20	-0.03	0.40*	0.59**							
6	Transactional	9.83	1.84	0.23*	-0.04	0.41**	0.58**	0.58**						
7	Delegation	7.90	2.08	0.06	-0.15	0.21	0.26**	0.28**	0.30**					
8	Execution	8.96	1.55	0.13	0.02	0.33**	0.49**	0.44**	0.37**	0.28*				
Emotional Intelligence Self-Assessment														
9	Self-Awareness	28.36	3.66	-0.03	-0.17	0.12	0.16	0.10	0.13	-0.08	0.08			
10	Self-Management	30.16	4.13	-0.18	-0.23*	0.16*	0.03	-0.09	0.22*	0.14	-0.18	0.23**		
11	Social Awareness	32.18	4.07	-0.25*	-0.25*	0.05	-0.13	-0.14	0.24*	-0.07	0.02	0.34**	0.48**	
12	Relationship Management	30.27	4.31	-0.23*	-0.23*	0.05	-0.06	-0.19	-0.19	-0.28*	-0.11	0.34**	0.49**	0.69**

Note: **. Correlation is significant at the 0.01 level (2-tailed), *Correlation is significant at the 0.05 level (2- tailed)

CONCLUSION:

Towards a Hybrid Leadership Model for the Nigerian Public Service

It has been shown that many productivity issues result from managers and organisations lacking leadership skills and/or emotional intelligence. This paper has shown that transformational leadership has been effective when applied in both the public and private sectors. Given gaps in transformational leadership skills and emotional intelligence in the public sector as identified in this study, a hybrid model is hereby proposed. It incorporates important elements of the transformational leadership model including positivity, honesty, integrity, problem solving, coaching, creativity, flexibility, delegation, and mentoring, etc. as well as transactional elements such as practicality and reward for performance. This becomes even more crucial given the failure of successive public service reforms to put the public sector on the right path to efficiency and productivity where the needs of individuals are aligned to those of the Ministries, Departments or Agencies of Government.

A hybrid leadership model is one that combines both transactional and transformational leadership behaviours. Studies have shown that employees whose leaders display transformational leadership behaviours not only perform well but also are satisfied with their organisation's performance appraisal system (Bass, 1990). Additionally, according to Bass (2010) "the best leaders are both transformational and transactional" (p. 21). He also explained how "transformational leadership adds to the effect of transactional leadership" and a combined approach leads to "the extra effort and performance of followers." These findings suggest that leaders who exhibit transformational and transactional behaviours are much more effective.

Several other studies show "transformational/transactional leadership paradigm as being comprised of complementary rather than polar constructs (Lowe et al., 1996, p. 2)." This suggests: that "a given manager may be both transformational and transactional (p. 2)."

The NILDS' hybrid model earlier discussed serves an example of how aspects of transactional and transformational leadership could be fused as remedy for Nigeria's distressed public system as it actually combines recommendations from the various public reform Committees earlier discussed in this study. There is little doubt that with increasing demands for performance/results and accountability, the public sector in Nigeria must adapt if it is to deliver developmental results. This will require a careful mix of the various leadership models with a particular focus on transformational leadership and emotional intelligence.

Further concerns for research about transactional and transformational leadership include how public sector

leaders can be trained in the in the full range of development of both transactional and transformational skills as well as emotional intelligence. As asserted by Parry, et al., (2005), more research needs done in this area, specifically concerning the sustainability of the leadership training as well as the long-term transfer to the job. More research is needed to test the relationship of emotional intelligence and other leadership behaviours. Research testing the relationship between emotional intelligence and other leader behaviours such as servant leadership, influence strategies and tactics, conflict resolution styles, political skills may be worthwhile. Furthermore, a field study replicating the present work at other levels of government (State and Local) may prove valuable and lead to a greater ability to generalize findings.

Finally, with the Legislature now considering a bill entitled "Public Service Efficiency Bill" which among other things would provide a legal framework " that will improve efficiency, promote integrity, accountability, proper management of public service, protect public property as well as establish best practices and values" it is pertinent to note that the long awaited overhaul in this important sector of the Nigerian society would likely commence as soon as the bill becomes part of the law of the Federal Republic of Nigeria.

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