Examining the Relationship between Emotional Intelligence and Transformational Leadership
(A Field Study of Tourism Managers)

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Abstract

Emotional Intelligence (EI) and TL (TL) capture the attention of many scholars and practitioners. This explanatory study analyzed the significance of EI on TL for tourism managers in Egypt. The paper empirically examined the influence of EI based on five constructs; self-awareness, self-regulation, motivation, empathy and social skills. This study also tested TL using the Multifactor Leadership Questionnaire (MLQ). Based on a quantitative study, 65 questionnaires were distributed by electronic survey. The results indicated that the EI positively relates to TL (i.e. inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration).

Keywords: Leadership, EI, TL, Tourism managers, Egypt

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Introduction

Emotional Intelligence (EI) is a terminology for understanding the relationship between rationality and emotion (Sofiyabadi et al. 2012). EI is a multi-dimensional concept that comprises a set of social skills and competencies which influence individual's abilities for discernment, comprehension, management of emotion, problem-solving, and adaptability (Bar-On 2006; Tsai & Chen 2013)). As a widely discussed topic in social sciences, EI has become one of the cornerstones for identifying leadership and management styles in modern organizations (Tessema & Alemu 2011:2).The theoretical foundation of EI dates back to the early 1920s when Thorndike and his team first identified EI as social intelligence (Goleman et al. 2002).Various studies highlight the importance of EI as a predictor in important domains such as academic performance, job performance, negotiation, leadership, emotional labor, trust, work–family conflict, and stress (Ashkanasy & Daus 2002; Fulmer & Barry 2004; Humphrey 2002, 2006; Humphrey et al. 2008; Jordan, Ashkanasy & Hartel 2002). EI can be considered an essential element especially in the service sector where employees interact with customers (O'Boyle et al. 2010). Accordingly, EI has a great impact on an ever increasing range of workplace behaviors from managing stress (Slaski & Cartwright 2002) to devising travel solutions for tourists (Cavelzani et al. 2003).Travel and tourism have increasingly introduced this concept and developed their own interpretations of the skills associated with EI (Cavelzani et al. 2003; Varca 2004). However; there has been a scarcity of research on EI and its potential uses in the tourist sector (Cavelzani 2003). This study examines how, and to what extent, EI can benefit travel agencies.

One of the most applied constructs which EI has been associated with is that of leadership (Batool 2013:84). Leadership is basically an emotional process whereby leaders recognize followers' emotional states, attempt to induce emotions in followers, and then seek to manage followers' emotional states accordingly (Humphrey 2002). The growing body of literature emphasized the importance of moods and emotions in the leadership process (Fineman 1993; Forgas 1995). Transformational leadership (TL) is one of the most popular and widely researched approaches to leadership today (Hunt & Fitzgerald 2013:30). TL is considered as a process that generates an increasing level of influence over followers, harnessing follower commitment and leading to accomplishments above normal levels of expectation (Bass & Avolio 1990). Research on EI and its impact on TL show strong positive bonds between EI and TL (Ashkanasy&Tse2000; Harms & Crede 2010; Kerr et al. 2006; Palmer et al. 2001; Polychroniou 2009; Sosik&Megerian 1999; Rosete & Ciarrochi 2005; Riggio & Reichard 2008). Transformational leaders use emotions for the following four purposes (Burns 1978):

1. Emotionally arouse followers to collective action, thereby developing followers into self-leaders,

2. Promote emotional tension in followers to persuade them into championing innovation and change,

3. Employ emotions to foster emotional attachment among follower and commitment to the leader, and

4. Utilize empathy to understand follower needs and values

The current study aims at investigating the impacts of EI on the behavior of transformational leaders in travel agencies. The research was guided by the following three objectives:

a) To explore the potentials of EI as a new concept in the tourism sector

b) To establish the relationship between EI and TL

c) To examine the relationship between EI and TL.

Emotional Intelligence (EI): concept, importance and components

It is clear from both the academic papers and the popular press that there is no common definition for EI (Mitall & Sindhu 2012). There are **three schools** of thought; some authors (e.g. Goleman 1998) consider its personal characteristics such as "initiative", "self-confidence", and "drive for results". These factors are of little if any relationship to either emotion or intelligence. Others (e.g., Bar-On 1997) regard EI as a personality dimension, like extroversion, agreeableness, and emotional stability. A third school of thought defines EI as a specific set of abilities that include the capacity to understand, reason about, and use emotions in thinking and action (Mayer et al.,1990; Mayer et al. 2000). Salovey and Mayer (1990), who first used the term EI, suggested that EI consists of the following **three** categories of adaptive abilities: appraisal and expression of emotion, regulation of emotion and utilization of emotions in solving problems. Goleman (2000) defines EI as the ability to use your understanding of emotions in yourself and others to deal effectively with people in a way which reduces anger and hostility, develops collaborative effort and produces creative energy. Van Rooy and Viswesvaran (2004: 72) conceptualized EI as "the set of abilities (verbal and nonverbal) that enable a person to generate, recognize, express, understand, and evaluate their own, and others, emotions in order to guide thinking and action that successfully cope with environmental demands and pressures". EI is 'the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth' (Mayer & Salovey 1997: 5).
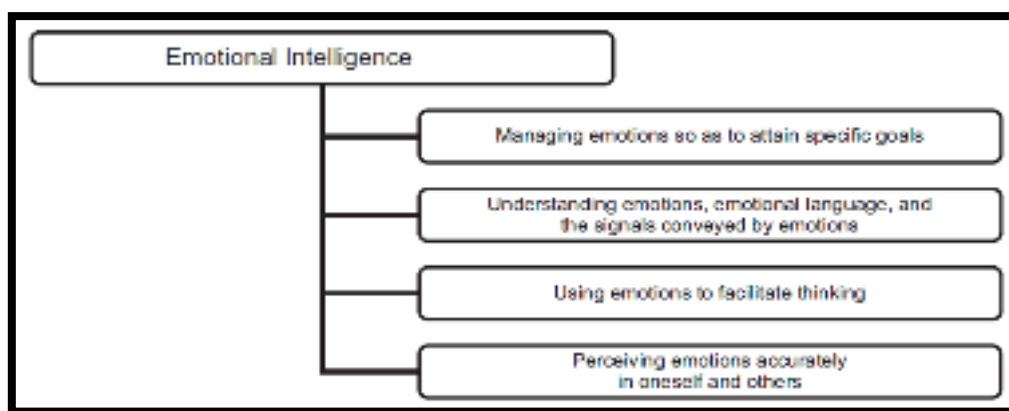

Figure (1): The Four-Branch Model of EI (Mayer & Salovey 1997, cited in Mayer et al. 2008:507)

EI is employed to cover too many things—too many different traits, too many different concepts (Zeidner et al. 2004). Higgs and Dulewicz (1999) defined EI as achieving one's goals through the ability to manage one's own feelings and emotions, to be sensitive and influence other key people, and to balance one's motives and drives with reliable and ethical behavior. EI may also contribute to work performance by enabling people to regulate their emotions so as to cope effectively with stress, perform well under pressure, and adjust to organizational change (Lopes et al. 2006:132). Jordan et al. (2006) concluded that the high interest in EI applications in business is the result of two factors: (1) the desire of businesses to find new ways of gaining performance improvements, and (2) the desire of managers to be able to predict behavior in the workplace. EI can be applied successfully to tourism, in order to provide benefits both inside the enterprise (workplace) and outside, in the management of the customer-tourist and suppliers (Cavelzani 2003). In this regard, *inside* refers to the teamwork and the business organization, while *outside* is in regards to the customer and partner relationship and management (Cavelzani 2003). The key models of EI currently available include the multifactor EI scale (MEIS; Mayer et al. 1999), the Mayer Salovey Caruso EI test (MSCEIT; Mayer et al. 2000), the emotional competency inventory (ECI; Goleman 1998), the emotion-quotient inventory (EQ-i; Bar- On 1997), the EI quotient (EIQ; Dulewicz & Higgs 1999), the emotional quotient map (EQ-MAP; Cooper & Sawaf 1997), the self-report EI test (SREIT; Schutte et al. 1998), the Swinburne EI test (SUEIT/Genos EI Assessment; Palmer & Stough 2001), the trait meta mood scale (TMMS; Salovey et al. 1995), and the workgroup EI profile (WEIP; Jordan et al. 2002). Models of EI can be broadly categorized as either ability or mixed models (Mayer et al. 2000). Ability models defined EI, strictly, as a set of abilities pertaining to emotions and emotional information processing (Mayer & Salovey 1997). Mixed models lump together abilities pertaining to emotions, personality traits, motivational factors, and other concepts (Bar-On 2001; Goleman 1998). Dulewicz and Higgs (2000) identified the core common elements of EI as:

1. Self-Awareness: the awareness of your own feelings and the ability to recognize and manage these

2. Emotional Resilience: the ability to perform well and consistently in a range of situations and when under pressure

3. Motivation: the drive and energy which you have to achieve results, balance short and long-term goals and pursue your goals in the face of challenge and rejection

4. Interpersonal Sensitivity: the ability to be aware of the needs and feelings of others and to use this awareness effectively in interacting with them and arriving at decisions impacting on them

5. Influence: the ability to persuade others to change their viewpoint on a problem, issue or decision

6. Intuitiveness: the ability to use insight and interaction to arrive at and implement decisions when faced with ambiguous or incomplete information

7. Conscientiousness and Integrity: the ability to display commitment to a course of action in the face of challenge, to act consistently and in line with understood ethical requirements

Bar-On's (1997: 14) non-cognitive model defined EI as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". Bar-On has designed this model according to 15 conceptual components that concern to five specific dimensions of emotional and social intelligence. These are; intrapersonal EI, representing abilities, capabilities, competencies and skills pertaining to the inner self; interpersonal EI, representing interpersonal skills and functioning; adaptability EI representing how successfully one is able to cope with environmental demands by effectively sizing up and dealing with problematic situations; stress management EI , concerning the ability to manage and cope effectively with stress; and general mood EI , pertaining to the ability to enjoy life and to maintain a positive disposition (Bar-On 1997:6). George (2000) also listed four major aspects of EI:

1- The appraisal and expression of emotion: appraisal and expression of emotion relate to both the self and other people. People differ in terms of the degree to which they are aware of the emotions they experience and the degree to which they can verbally and nonverbally express these emotions to others (George 2000:1034)

2- The use of emotions to enhance cognitive processes and decision making: EI does not only involve being aware of one's own emotions, but also using these emotions in functional ways (George 2000). First, emotions can be useful in terms of directing attention to pressing concerns and signaling what should be the focus of attention (Frigda 1988; George & Brief 1996). Second, emotions can be used in choosing among options and making decisions (Damasio 1994). Finally, shifts in emotions can lead to more flexible planning, the generation of multiple alternatives, and a broadened perspective on problems (Mayer 1986; Salovey & Mayer 1989–90).

3- Knowledge about emotions: emotional knowledge is concerned with understanding both the determinants and consequences of moods and emotions, and how they evolve and change over time (George 2000:1037).

4- Management of emotions: EI may contribute to leaders developing an integrated vision for their groups or organizations in a number of ways. Leaders may use their emotions to enhance their information processing of the challenges, threats, issues, and opportunities facing their organizations (George 2000:1040). Leaders high on EI also are likely to have knowledge about the fact that their positive moods may cause them to be optimistic (George 2000).

Carson et al. (2000) developed a measure of EI with five underlying factors: (a) empathetic response, the ability to understand the emotional makeup of other people; (b) mood regulation, the ability to control or redirect disruptive impulses and moods; (c) interpersonal skill, proficiency in managing relationships and building networks; (d) internal motivation, a passion to work for reasons that go beyond money and status that involves the ability to delay gratification in pursuit of a goal; and (e) self-awareness, the person's ability to recognize and understand his or her own moods, emotions, and drives and their effects on others. Goleman (1998) identified five aspects of EI:

- Self-awareness: having a deep understanding of yourself;

- Self-regulation: being able to control your impulses; to know how you feel about something but being able to avoid acting it out;

- Motivation: self-motivation to achieve arising from an inner sense of commitment and engagement with the work/ task/ people;

- Empathy: ability to put yourself in the shoes of others, being sensitive and thoughtful about the feelings of others;

- Social skills: friendliness with a purpose, social grace, confidence and interest in others.

Transformational leadership (TL): concept, importance and dimensions

TL has attained a considerable interest from the academic and management practitioner communities for almost three decades (Northouse 2010).TL is defined as "that activity which stimulates purposeful activity in others by changing the way they look at the world around them and relate to one another; it affects people's personal beliefs by touching their hearts and minds" (Nicholls 1994:11). Kent et al. (2001) defined TL as a process by which change or transformation is introduced to individuals and/or organizations. TL is perceived to be different and more effective than the traditional transactional approach, because it engages the follower's emotions (Bass 1990).TL has been found to be related to a

wide variety of positive individual and organizational outcomes (such as employee satisfaction, organizational commitment, satisfaction with supervision, extra effort, lower turnover intention and trust), that in turn lead to increased organizational performance (Bass 1985; Yukl 2002).

Originally, Burns (1978) distinguished between the transformational leader who raises the needs and motivations of followers and promotes dramatic change in individuals, groups and organizations and the transactional leader who addresses the current needs of subordinates by focusing attention on exchanges (reward for performance, mutual support and bilateral exchanges). Bass (1985) defined the transformational leader as one who arouses awareness and interest in the group or organization, increases the confidence of individuals or groups, and attempts to move the concerns of subordinates to achievement and growth rather than existence. Transformational leaders raise the slogan for change; they articulate a vision of the future of the organization, and provide a model that is consistent with the vision (Mwangi et al. 2011). They then promote the acceptance of group goals and provide individualized support afterwards. As a result, followers of transformational leaders often feel trust and respect towards the leader and are motivated to do more than they are expected to do (Mwangi et al. 2011:29).These transformational leaders "seek to raise the consciousness of followers by appealing to higher ideals and moral values such as liberty, justice, equality, peace, not to baser emotions such as fear, greed, jealousy, or hatred" (Yukl & Van Fleet 1992). Bass and Avolio (1994) pointed out that TL comprises of four dimensions the "Four Is" Idealized influence, Inspirational motivation, Intellectual stimulation and Individualized consideration which may be defined as follows:

a) Individualized influence: This dimension is as a result of trust and respect of followers to the leader for doing right. This can be done through stories and symbols to communication the vision and mission and serving as role models

b) Intellectual stimulation. This element promotes intelligence, rationality, and careful problem solving abilities as TL make employees seeks their own answers

c) Individual consideration: The TL leaders treat employees as individuals and not just members of a group. This is done through compassion, appreciation and responsiveness to employee needs alongside recognition and celebration of achievements

d) Inspirational motivation: TL inspires their followers to achieve greatly through high expectations. They have power and influence giving employees a high degree of trust and confidence in them

Emotional intelligence (EI) and transformational leadership (TL)

TL is more emotion-based compared to transactional leadership and involves sensitive emotional levels (Yammarino & Dubinsky 1994).Efforts to apply EI to leadership have started to emerge in the literature (Caruso et al. 2002; Cooper &Sawaf 1997; Goleman et al. 2002) and have coincided with findings that EI is a strong requisite for effective leadership (Higgs & Aitken 2003; Sosik & Megerian 1999).One of the most costly errors made today at a leadership level is minimizing or even ignoring the economic potential of EI. As a result, businesses are suffering, the climate is pressing, the employees are unmotivated and customers unsatisfied (Suciu et al. 2010:554).

On the other hand, EI has become an integral part of how today's leaders meet the significant challenges they face (Mwangi et al. 2011). EI generates an effective impact on leadership (Zaki et al. 2012). Downey et al. (2006: 251) argued that TL is "largely dependent upon the evocation, framing and mobilization of emotions" and that EI is, therefore, an important antecedent of TL. Furthermore, Lopez-Zafra et al. (2012) accepted that leadership is an emotion-laden process. Gardner and Stough (2002) found that success of leadership largely depends on EI of the leader. Furthermore, Higgs and Atikens (2003) found that leadership potential depends upon EI. And TL effectiveness of leadership was found to be higher due to a higher level of EI (Rosete & Ciarrochi 2005). Similar to this Brown et al. (2006) are of the view that EI influences the leadership success and ultimately the organizational outcomes. Humphrey (2002) reported that emotionally intelligent leaders were found as a good performer at work. Several significant correlations between TL and EI were observed (Palmer et al. 2001), for instance; the ability to monitor and the ability to manage emotions in one self and others were both significantly correlated with the inspirational motivation and individualized consideration components of TL. Second, the ability to monitor emotions within oneself and others correlated significantly with the TL components of idealized attributes and idealized behaviors (Palmer et al. 2001) .

Barling et al. (2000) assessed TL behaviors, using the Multifactor Leadership Questionnaire (MLQ: Bass & Avolio 1995), and EI using the EQ-i (Bar On 1997) among 49 managers in a large pulp and paper organization. Results indicated that high overall EI scores were associated with three out of four TL factors (Barling et al. 2000). These were idealized influence, inspirational motivation, and individualized consideration; no relationship was found between EI and the fourth factor, intellectual stimulation (Barling et al. 2000). As discussed earlier that Goleman (1998) identified five components of EI, we can summarize the relationship between leadership effectiveness and each component of EI as follows:

Self-Regulation & Leadership Effectiveness

Salovey and Mayer (1990) supports the view that regulating own-self leads to getting desired results from subordinates. Sosik et al. (2002) observed a positive relation between self-regulation and leadership success .

Self-awareness & Leadership Effectiveness

Self-awareness is one of the components of EI and it has a significant positive impact on the effectiveness of a leader (Church 1997; Velsor et al. 1993). Sosik and Megerian (1999) concluded that relationship between EI and performance of a leader depends on the level of self-awareness.

Motivation & Leadership Effectiveness

The passion for achieving the objectives i.e. motivation and its proper use is one of the component of EI (Asadullah 2013). Motivation and leadership were positively related to each other (Masi & Cooke 2000). Barbuto (2005) found a positive relationship between motivation level and effectiveness of a leader. Motivation has a positive and significant impact on the success of a leader (Barbuto & Xu 2006). Prati et al., (2003) found that an emotionally intelligent leader has the ability to enhance the morale of the employees by motivating them and can get the work done more effectively. Choi (2006) agrees that a leader who is able to understand the emotions of his followers has the passion for working with more enthusiasm and can persuading the followers to produce the desired outcomes.

Empathy and Leadership Effectiveness

Goleman (1998) defined empathy as, "The ability to understand the emotional makeup of other people". George (2000) is of the view that effectiveness of a leader depends on his empathetic ability i.e. how he/she treats people according to their emotions. Transformational leaders depend on empathy to understand followers' thoughts, feelings, and points of view (Barbuto & Burbach 2006). Studies have shown that empathy is related to leadership emergence in modern organizations (Kellett et al. 2002; Wolff et al. 2002) .

Social Skills & Leadership Effectiveness

Social networking and strong interpersonal and intrapersonal skills make a person successful in the today's organizational environment (Asadullah 2013:15).Riggior and Reichard (2008) have defined social skills as, "Social expressiveness is the ability to communicate verbally and skill in engaging others in social interaction". They also assured that social skills and effectiveness of leadership are significantly and positively related to each other. Prati et al. (2002) demonstrated that an emotionally intelligent leader develops social networks and builds relations with others to influence them and hence can produce desired results effectively. Therefore, the recent study formulates the following hypothesis as follows: EI (and each of its five aspects) will positively relate to TL (inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration).

The research methods

Based on the previous research in the areas of leadership and EI, the current investigation was designed to determine the predictive relationship between EI and TL style in travel agencies. The researchers conducted a correlation analysis to determine if EI is correlated to TL style.

The sample

The sample included 65 travel agencies managers (e.g. presidents, vice president, general manager and supervisors), 52 males and 13 females, Participants were administered a self-report questionnaire. The mean age of participants was 43 years old. Of the participants, 80% had baccalaureate degree, and 20% had earned an advanced degree

Instrument and measures

The research design used in the study was descriptive. A quantitative method is appropriate for the study because the research seeks to establish a measurable relationship between variables. A questionnaire form was used as a tool to investigate the respondents. The questionnaire form was divided into three main sections: The 1st section included questions regarding the respondent's EI. In the 2nd section, the TL style for respondents was measured. In the 3rd section, respondents were requested to give their demographic profile. A Likert scale from 1 (strongly disagree) to 5 (strongly agree) was used to measure the participants response. After eliminating incomplete responses, 65 valid questionnaires were used with 85% response rate. EI was measured on the five main constructs listed by Goleman (1998); which are (self-regulation, self-awareness, motivation, empathy and social skills). TL was measured by using the multifactor leadership questionnaire (MLQ), developed by Bass and Avolio (1995). The MLQ is a self-report questionnaire consisting of 45 items relating to the frequency with which the participant displays a range of leader behaviors, and is measured on a five-point Likert-type scale (0 = not at all, 4 = frequently, if not always) (Gardner & Stough 2002).The 20 items of the MLQ relevant to the transformational-leadership subscale were used for this study. This scale consists of the following items: idealized influence (eight items), inspirational leadership (four items), intellectual stimulation (four items) and individualized consideration (four items).

Reliability and validity

To verify how closely the survey measurements met the objectives of this study, a reliability analysis was performed for the constructs composed by Cronbach's alpha test. The generally agreed upon lower limit for Cronbach's alpha is 0.70 (Nunnaly 1978). The results of the reliability of the EI constructs and organizational leadership constructs gave alpha

coefficients exceeding .70, which are regarded as acceptable reliability coefficients. Hence, the results demonstrate that the questionnaire is a reliable measurement instrument.

Table (1): Cronbach's Alpha for EI Constructs

Construct	Cronbach's Alpha
Self-awareness	.765
Self-Regulation	.702
Motivation	.832
Empathy	.743
Social Skills	.920

Table (2): Cronbach's Alpha for TL constructs

Construct	Cronbach's Alpha
Idealized influence	.873
Inspirational motivation	.762
Intellectual stimulation	.845
Individual consideration	.801

Results and discussion

This research was designed to determine the relationship between EI and TL style for travel agencies managers. The mean of EI for all the participants was 3.78, with a standard deviation of ±.819. The EI means ranged from a low of 3.6 to empathy and a high of 4.2 to self-awareness. The mean of TL for all participants was 3.9, with a standard deviation of ±0.750. The TL means ranged from a low of 3.4 to inspirational motivation and a high of 4.3 to idealized influence. A summary of the descriptive statistics EI and TL are presented in Table 3 and Table 4.

Table (3): Descriptive statistics for EI

1-EI	Mean	SD
1.1 Self awareness	**4.2**	**0.566**
1 I am very much in touch with how I am affected by my feelings	4.5	0.763
2 I can articulate the emotional impact situations are having on me	4.4	0.623
I can be aware of, and work with, my feelings and the emotional impact without having to act them out	4.0	0.564
4 I am aware of how my behavior affects others; I am always aware of the responses of others to what I say and do	3.9	0.654
5 I know what my deepest values are and live by them. I would turn down work that conflicts with those values	4.4	0.234
6 I know my weaknesses and areas for development and am able to own up to those without using them as an excuse	4.0	0.456
7 I am realistic about what I can do well and am not able to do. I am true to myself in this way	4.2	0.781
8 I know when to ask for help and willingly take it	4.5	0.458
1.2 Self-Regulation	**3.5**	**.864**
8 The feedback I get is that people consider me trustworthy and that I have integrity. That is how I also see myself. My moods are predictable	3.2	.915
9 I am able to keep calm even when I am aware of feeling angry or panicked by something	3.7	.812
10 I am comfortable with ambiguity; I can tolerate things being unfinished or left open, all the answers not being available and things being a bit messy	3.1	.765

11	I am open to change; I know I have to change and welcome the opportunity to grow and develop	4.0	.964
	1.3 Motivation	**3.8**	**1.068**
12	I feel really passionate about what I am doing. I feel totally engaged with the work and the people	3.7	1.421
13	I see self-growth and development as a never ending process. I still want to feel I am developing when I am older. I love self-development activities and am really looking forward to what I can get out of this questionnaire	3.9	.907
14	I want to get better and better at what I do, not just for any external recognition but because I get satisfaction from aiming for and achieving high standards	3.8	.876
	1.4 Empathy	**3.6**	**.756**
15	I think I am pretty astute about how other people tick and how different people like to operate and relate to me	3.3	.857
16	I am considerate of other people's feelings even when they might have done something that causes me problems	3.8	.543
17	I am able to gather a good team around me and we are able to reach consensus while being challenging and supportive	3.9	.873
18	I am a good listener, I listen attentively and respectfully, aware of what is not being said. I can even do this when people put forward views that I profoundly disagree with	3.2	.857
19	I am known to be a good coach and mentor. People regularly come to me for this kind of support and direction	3.8	.654
	1.5 Social Skills	**3.8**	**.843**
20	I have a wide network of social and professional acquaintances. I know a lot of people in all kinds of areas	3.7	.791
21	I find common ground with people of all sorts; I seem to get on with lots of different people	4.0	.765
22	I am told that people find me warm and accessible	4.2	.876
23	I am a pretty good influencer; people are often persuaded by my approach	3.8	.987
24	I always know someone who knows someone; I can call in favors easily and regularly do favors for others	2.9	.876
25	I think people experience me as enthusiastic, outgoing and engaging	3.9	.765

Table (4): Descriptive statistics for TL

	2-TL	Mean	SD
	2.1 Idealized influence	**4.3**	**.774**
1	I Provide assistance in exchange for efforts	4.5	.865
2	I Re-examine critical assumptions to question whether they are appropriate	3.9	.654
3	I Fail to interfere until problems become serious	4.5	.644
4	I Focus attention on irregularities, mistakes, exceptions, and deviations from standards	4.6	.651
5	I Avoid getting involved when important issues arise	4.1	.732
6	I talk about their most important values and beliefs	4.0	.864
7	I am absent when needed	4.1	1.021
8	I seek differing perspectives when solving problems	4.4	.765
	2.2 Inspirational motivation	**3.4**	**.696**
9	I talk optimistically about the future	3.6	.654
10	I instill pride in employees for being associated with me	3.2	.573
11	I discuss in specific terms who is responsible for achieving performance targets	4.0	.576
12	I wait for things to go wrong before taking action	2.8	.983
	2.3 Intellectual stimulation	**4.2**	**.802**
13	I talk enthusiastically about what needs to be accomplished	4.6	**.582**
14	I specify the importance of having a strong sense of purpose	4.4	.456
15	I spend time teaching and coaching	4.1	**.881**
16	I make clear what one can expect to receive when performance goals are achieved	3.7	**.765**

2.4 Individual consideration		**3.5**	**.730**
17	I show that the employee is a firm believer in "If it is not broke, don't fix it	3.2	.651
18	I go beyond self-interest for the good of the group	3.3	**.732**
19	I treat the employee as an individual rather than just as a member of a group	4.2	**.86**4
20	I demonstrate that problems must become chronic before taking action	3.1	**.676**

Inter-correlations among the study variables are shown in Table 5. Correlations among all subscales were measured. Relationships satisfying this criterion were reach when we related the EI subscales to TL subscales. The present study tested the relationships between EI and TL for the mangers of the travel agencies. The researchers found several correlations that support the role of EI in TL (see table 5). This result leads to accept the study hypothesis that the EI (and each of its five aspects) positively relates to TL (inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration). The findings are in agreement with various research studies (Barling et al. 2000; Modissor & Singh, 2008) who found that EI is associated with TL. The results of Sivanathan and Fekken (2002) showed that the followers perceived leaders with high EI as more effective and transformational. Research by Modassir and Singh (2008) on the relationship between EI with TL and organizational citizenship behavior involving 57 leaders and 114 respondents found that the EI is important for leaders. Cooper (1997) stated that one of the foremost challenges facing leaders and organizations is to learn and lead through EI. As shown in table 5, self-awareness as a sub scale of EI shared positive statistically significant relationships with each subscale of TL the strongest relation is with Idealized influence. This result comes to agree with Fleenor et.al, (1996) who found that people who were well conscious of their abilities were found more effective as compared to those who were unaware about themselves. Moreover, McCarthy et al., found that self-awareness is a reason for effectiveness of a leader. Leaders' self-regulation was positively related to all TL subscales (Idealized influence- Inspirational motivation-Intellectual stimulation - Individual consideration).

Table 5 Correlation among the study variables

	Mean	Std. Deviation	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4
1.1Self awareness	4.2	.763	1								
1.2Self Regulation	3.5	.9151	0.31*	1							
1.3Motivation	3.8	1.228	0.32*	0.77*	1						
1.4Empathy	3.6	.857	0.36*	0.76*	0.73*	1					
1.5Social Skills	3.8	.791	0.29*	0.43*	0.35*	0.18*	1				
2.1Idealized influence	4.2	.865	0.45*	0.53*	0.60*	0.32*	0.85*	1			
2.2Inspirational motivation	3.4	.574	0.22*	0.41*	0.45*	0.33*	0.71*	0.66*	1		
2.3Intellectual stimulation	4.2	.882	0.27*	0.37*	0.36*	0.29*	0.88*	0.59*	0.63*	1	
2.4Individual consideration	3.4	.651	0.28*	0.21*	0.32*	0.35*	0.75*	0.80*	0.56*	0.49*	1

This result is consistent with researchers who have previously shown self-regulation of moods to be aligned with effective leadership (Barling et al. 2000; George 2000). Tsui & Ashford (1994) found that one of the major reasons of leaders' effectiveness was self-regulation. Managers' motivation was positively related to TL especially inspirational motivation, and idealized influence. This result is in line with the result of Barling et al. (2000) who have suggested that internal motivation would relate well to transformational subscales. Goleman (2000) considered motivation as one trait that virtually all effective leaders possess. These leaders are driven to achieve beyond expectations. Motivation is also a characteristic that defines transformational leaders. Bass (1990) explained that transformational leaders use motivation to communicate high expectation to their employees.

Empathy also shared positive statistically significant relationships with each subscale of TL. However, the results show that the role of empathy does not appear to be as strong in TL as they may have expected. Other aspects of EI appear to play a larger role in TL. Mwangi et al. (2011) confirmed that with emphasis on empathy and the ability to manage relationships positively, leaders having EI are likely to manifest individualized consideration. Travel agencies

managers' social skills shared high relationship with TL in the present study, relating TL. This result was expected, as Asadullah (2013) mentioned that leadership success is strongly associated social skills of a leader. Moreover, Prati et al. (2002) confirmed that an emotionally intelligent leader develops social networks and builds relationships with others to persuade them and therefore can create preferred outcome efficiently According to the EI subscales, social skills is the most consistent antecedent of TL behaviors. The findings indicate a strong relationship between EI and TL.

Conclusion and further research

The researchers attempted to look at the relationship between TL and EI for managers in travel agencies. Several conclusions can be drawn from the current study. Both of the constructs (TL and EI) are related to one another. Travel agencies are continuously searching for strategies to strengthen leadership abilities in the tourism industry. According to the study results, a statistically significant relationship exists between EI and TL. The high correlation between EI and TL specify that higher levels of EI are associated with higher leadership effectiveness. By examining previous studies, it can be recognized that individuals who mark high on either one of the two constructs have several common attributes. The relationship between the two constructs could have several positive implications for evaluating and training people to be operative leaders. The social order today is faced with many challenges that necessitate excellent leadership. Today's and tomorrow's leaders will not only need to have effective managerial skills but also highly developed social and emotional skills. IQ (Intelligence Quotient) and practical skills are probably baseline requirements for executive roles, but without EI the best-trained manager won't make a great leader. The application of the positive relationship between TL and EI could benefit travel agencies in several ways. The travel agencies that hire and promote people to leadership positions may find the positive relationship between TL style and EI useful. Transformational leaders enhance follower satisfaction and performance by demonstrating idealized influence, inspirational motivation, intellectual stimulation, or individualized consideration. The researchers of this study believe that in order to improve understanding of EI, future research could examine the relation between EI and different leadership styles and consider demographic information (cultural background, age, gender, length of experience) in their investigation. Additional research is needed to ascertain the relationship(s) between EI of mangers in travel agencies and the performance of the employees. More research can also investigate different types of samples such as managers of airlines in order to prove valuable and lead to a greater ability to generalize findings.

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العلاقة بين الذكاء العاطفي والقيادة التحويلية (دراسة ميدانية على مديري السياحة)

جذيت العلاقة بين الذكاء العاطفي (EI) والقيادة التحويلية (TL) انتباه العديد من الأكاديميين والاداريين. تقوم الدراسة الحالية بتحليل أهمية الذكاء العاطفي بالنسبة للقيادة التحويلية لمديري شركات السياحة في مصر. تناولت الدراسة أثر الذكاء العاطفي استنادا إلى خمسة محاور اساسية وهي (الوعي الذاتي،والتنظيم الذاتي، والدافع والتعاطف والمهارات الاجتماعية). كما استخدمت الدراسة أيضا مقياس القيادة متعددة العوامل (MLQ) وذلك لقياس القيادة التحويلية. ومن خلال الدراسة الكمية تم توزيع 65 استبيان الكترونى. وقد اشارت النتائج إلى وجود علاقة ايجابية قوية بين الذكاء العاطفى EI والقيادة التحويلية TL. ان صناعة السياحة فى بحث دائم عن تطوير وتعزيز قدرات القيادة ، و لهذا توصى هذه الدراسة بعمل اختبارات قبلية للمديرين لقياس الذكاء العاطفى الذى يعد مؤشرا للقيادة الجيدة.