

Do Emotional Intelligence, Cognitive Intelligence and Social Intelligence Modulate Leadership Qualities?

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Abstract: The latest Human Capital Index (HCI, 2019) by the World Bank revealed that about 56 percent of Ghana's human capital would go waste in the next 18 years because of the poor quality of leadership in the country's education system. This study provides empirical insights on whether emotional intelligence, cognitive intelligence and social intelligence modulate leadership qualities in private tertiary institutions in Ghana. Descriptive survey design and a quantitative approach were used. Three hundred and fifty-three (353) respondents were selected using multi-stage sampling. Validity and reliability of the research instruments were tested using expert judgement and test-retest method, respectively. Descriptive statistics and inferential statistics were used in the analyses of the data. It was found that authentic leadership positively and significantly correlated with cognitive intelligence, emotional intelligence, and social intelligence. The findings revealed that there is a positive and significant relationship between authentic leadership and organisational citizenship behaviour. It is recommended, among other things that Private tertiary institutions recruit and/or promote emotional, social and cognitive intelligent individuals as leaders because these individuals are capable of using effective leadership styles to influence their followers to foster organizational performance and employee commitment.

Keywords: Organisation Citizenship Behaviour (OCB), Authentic Leadership (AL), Intelligence, Employee Commitment Higher Education and Private Tertiary Institutions (PTI)

1. Introduction

Organisations tend to grapple with ideas like output, efficiency, and effectiveness. As a result, many organisations implement performance measurement and management systems to improve organisational and personnel performance. The deployment of these performance management systems in the organisation is regarded a pre-requisite for acquiring insight into the performance of people, teams, and the entire organisation (Bauwens, 2020).

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In this paper, we investigate the factors of authentic leadership qualities among private tertiary institutions. De Jong and Den Hartog (2007) contend that transformational leadership (TL) and participative leadership (PL) are the most often studied management styles related with innovative behaviour. It is also significant to note that a number of empirical studies (Scott & Bruce, 1994; Kim, Karatepe, & Lee, 2017; Öğdem et al., 2022; Yeşil & Sözbilir, 2013; Schuckert et al., 2018), have been carried out to define the background of innovative behaviours in the workplace, such as organisational culture, psychological construct, knowledge sharing, autonomy, personality, and leadership styles.

From the foregoing, it is evident that leadership style is regarded as one of the most important and influential factors in institutions (Dhar, 2016; Schuckert et al., 2018). According to Golpayegani, and Mahmood (2019), a considerable number of managers pay attention to authentic leadership, only a few institutions implement authentic leadership characteristics consciously. This is not surprising if one should consider the critical steps in the field of authentic leadership research in private tertiary institutions. The conclusions of this study offer an answer to the question of whether applying AL in a private tertiary institution environment leads to OCB, which is crucial for retention of personnel in private tertiary institutions.

1.1 Statement of the Problem

It appears that leaders with specialized skills in private tertiary institution in Ghana are extremely difficult to replace when they resign from their organizations and look for greener pastures abroad. Their turnover poses a major setback to the institutions and the country at large. It is expected that the findings of this study would provide some possible clues as to whether the application of AL, in a private tertiary institution environment, leads to OCB, which is critical for the retention of employees with scarce skills in private tertiary institutions in Ghana.

Copious research (Rego et al., 2012; Zubair & Kamal, 2017; Anwar, & Abid Waqas, 2019) have focused on the psychological capital without, taking into account the antecedents of authentic leadership as espoused in OCB. It is also not surprising that, for most professionals, authentic leadership, its properties and sustainable benefits seem relevant to be integrated into day-to-day management of schools. Audenaert et al. (2020) posit that management approach to employees can have significant impact on their employability skills. There is, however, dearth of research on the relationship between the AL and OCB in private tertiary institutions, and this is perceived as a major limitation in literature. It is on this note that this study sought to bridge the gap to establish the relationship between AL and OCB in private tertiary institutions in Ghana.

1.2 Hypotheses

Ho: Social intelligence, emotional intelligence, and cognitive intelligence have no significant relationship with authentic leadership

H1: Social intelligence, emotional intelligence, and cognitive intelligence have significant relationship with authentic leadership

Ho: Social intelligence, emotional intelligence, and cognitive intelligence have no significant impact on authentic leadership

H1: Social intelligence, emotional intelligence, and cognitive intelligence have significant impact on authentic leadership

2. Literature Review

2.1 Authentic Leadership

Chen (2017) described authentic leadership as a process that draws from positive psychological skills and a highly established organisational context, resulting in greater self-awareness as well as self-regulated positive behaviours on the part of leaders and associates. Similarly, Clark, Murphy and Singer (2014), in differentiating an authentic leader from a transformational leader, asserted that an authentic leader exhibits a deep sense of self in decision making whereas a transformational leader emphasises more on having a clear understanding of purpose. An individual's authenticity and behavioural responses emanate from his traits and ethical values, high standards, and convictions. The authentic leader creates confidence, enhances job satisfaction through four important parts: 'balanced processing,' 'relational transparency,' 'internalised moral perspective,' and 'self-awareness' (Puçétaité, 2014).

2.1.1 Components of Authentic Leadership

2.1.2.1 Self-Awareness

Self-awareness is an understanding of self-reflection which incorporates one's values, aims, emotions, knowledge and one's strengths and weaknesses. Simply put, self-awareness is a process whereby a person can recognize his/her uniqueness that is influenced by their external environment.

2.1.2.2 Internalized Moral Perspective

The second core aspect of authentic leadership is about doing what is right. As mentioned earlier, authentic leadership is closely related to ethics and especially the concern of fairness. The actions of these leaders stand in the face of potential group, social, or organisational strain on moral and ethical standards; it creates ethical aimed at fulfilling collective group interests. This kind of conduct suggests an integrated form of self-regulation (Nieuwenhuyzen, 2016). This method of self-regulation is internalised and integrated. It directs behaviour based on principles of morality and values, contrary to organisational and social pressures.

2.1.2.3 Balanced Processing

Balanced processing includes considering others' opinions and relevant information in decision-making. Additionally, AL is seen as a strong link in improving organisational performance . This is because individuals who are authentic can effectively use balanced processing of information and illustrate consistency between their words and deeds (Müceldili et al., 2013). The result is that employees are eager to receive the assistance, guidance and resources that they need to execute their roles.

2.1.2.4 Relational Transparency

Relational transparency refers to showing one's true self to others and openly, but appropriately, sharing information regarding one's true thoughts and emotions. Thus, authentic leaders welcome openness and self-disclosure in close relationships with others (Zubeviel, 2017). Northouse's (2016) claim was that relational transparency is being open and honest with one's self. Trust is founded upon the exchange of feelings, motives and preferences. Both negative and positive aspects at the working environment have to be sincerely conveyed within the organisation.

2.2 Conceptual Framework

The study sought to examine the antecedents of authentic leadership and its impact on organisational citizenship behaviour (OCB) among private tertiary institutions.

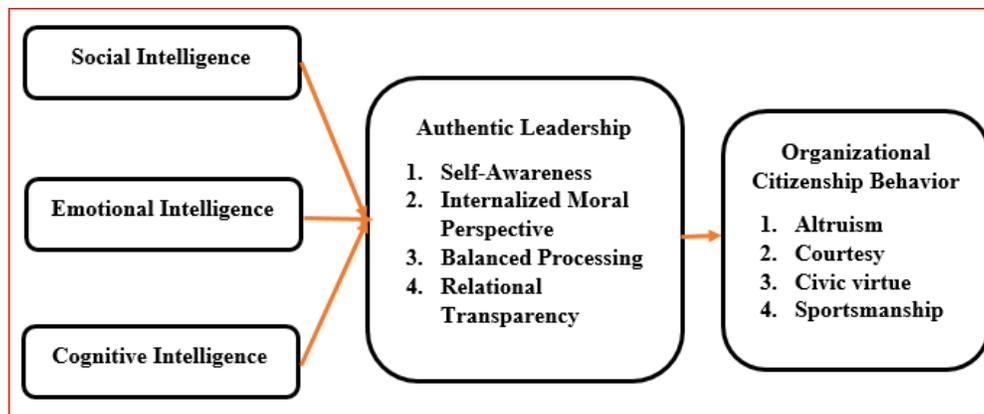


Figure 1: Conceptual Framework for the Study

Source: Authors' construct (2020)

The antecedents of authentic leadership were considered in three main dimensions: Social, Emotional, and Cognitive Intelligence. Emotional Intelligence (EI) has been predicted to relate positively and significantly with authentic leadership. Miao, Humphrey, and Qian (2018) found that EI was significantly and positively related to authentic leadership. Adigüzel and Kuloglu (2019) also found a positive and significant relationship between authentic leadership and emotional intelligence. Authentic Leaders ensure that employees' emotional commitment influence employee performance positively. Some studies (Miao et al., 2018; Wong & Cummings, 2009) show that authentic leadership positively affects performance in organisations.

2.3 Concept of Organizational Citizenship Behaviour (OCB)

Nohe and Hertel (2017) suggest that a person's action reflects his/her conduct. However, it is important to note that this varies with situations and may be based on individuals or groups. So, the behaviour could be detected, replicated, and calculated from the perspective of the researcher(s). There are certain patterns of behaviour exhibited by the staff at the workplace, or wherever one finds him/herself. Such acts, good or

bad, represent Organisational Citizenship Behaviour (OCB), which appears to either improve or hinder the organisation's goal. (Ahmed et al., 2012).

2.4 Dimensions of Organisational Citizenship Behaviour

According to Podsakoff et al. (2014), the dimensions of OCB are as follows:

2.4.1 Altruism

Altruism primarily concerns with helping members of the organisation to reach a distinct goal set by the organisation. It includes behaviour that encourage shared responsibility among workers (Mitonga-Monga et al., 2017). It is a voluntary action by which people reach out to those who encounter problems such as assisting colleagues with an assignment or helping them solve problems they experience at work.

2.4.2 Courtesy

Courtesy has to do with protective measures to ensure that others' rights are not breached, such as being respectful to superiors, liaising with those who might be influenced by one's actions, and sending a note to ensure compliance or provide a briefing. Courtesy promotes a healthy relationship and commitment of among the staff in the organization.

2.4.3 Civic Virtue

Civic Virtue is the behaviour on the part of individuals to responsibly participate and rationally show concern about the life of the organisation (Ariani, 2014). Participating in important functions/meetings, helping in organising get-together, attending voluntary functions, among others are some behaviours that reflect the presence of civic virtue.

2.4.4 Sportsmanship

Sportsmanship is the willingness to tolerate less than ideal circumstances without complaining and refraining from activities such as complaining and petty grievances (Mahembe & Engelbrecht, 2014). It is the demonstration of extreme forms of tolerance when things do not meet one's expectations, or conversely displaying a positive attitude in the face of uncomfortable operational scenarios.

2.4.5 Conscientiousness

Conscientiousness relates to working beyond one's job description (Pozo-Antúnez et al., 2018). Discretionary actions that go beyond the minimum requirements of the organisation, for example, the conscientious use of organisational resources, being punctual, or executing one's tasks diligently.

3. Methodology

3.1 Research Design

Descriptive survey and a quantitative approach were adopted in this study. The descriptive survey design enabled the researchers to gather data from a wide range of respondents to assess the antecedents of

authentic leadership and its impact on organisational citizenship behaviour among private tertiary institutions. By gathering numerical data, the research adopted quantitative approach to describe the findings. Quantitative approach was used because it improves the generalizability of the findings. Moreover, it strengthened the objectivity and internal consistency of the findings of the study. According to Sarantakos (2017), quantitative research aids in the explanation of a phenomena by gathering numerical data.

3.2 Population and Sample Size

The population consisted of the various private tertiary institutions' employees in Ghana. In all, 81 tertiary institutions constituted the population for study. All private tertiary institutions in Ghana were included in the target population. Management in this research includes Vice Chancellors/Rectors/Registrars, Finance Officers, and Deans of Faculties, while employees include all teaching and non-teaching staff. First, 24 private tertiary institutions were selected using simple random sampling technique.

For the management, 120 were selected using purposive sampling. Full-Time Workers who had served in their current departments for two years and above were selected. This criterion was used to ensure that employees knew about their leaders, and to enrich the issues the findings of the study.

Finally, simple random technique was used to select 233 other staff members using the Taro Yamane Formula for Sample Size Determination. The Taro Yamane formula ($n = N/(1+N(e)^2)$).

3.3 Research Instrument

Management and employees were given questionnaires to fill out. The Authentic Leadership Questionnaire (ALQ), sought to assess the contribution of emotional intelligence, cognitive intelligence to authentic leadership. Creswell (2014) contends that use of the questionnaire offers some insights in gathering quantifiable responses to establish relationships between variables. One other reason for the use of the questionnaire was that questionnaire is described as structured instrument for gathering data from a potentially large number of respondents, within a possible time when the population is large.

3.4 Validity and Reliability

Since content validity is established by expert opinion, the instrument was designed closely under the direction of colleagues with extensive understanding of School Administration. The reliability was achieved through the test re-test method. After that, correlation for the two sets of questionnaires was assessed. The results of the test-retest analysis were 0.812 for management and 0.824 for staff.

3.5 Data Analyses

Both the descriptive and inferential analysis was used in the study. The descriptive statistics, mean and standard deviations were used to determine which of the variables was highly rated (emotional, cognitive, and social intelligence), while the inferential statistics involved the correlation, t-test and regression analyses to test the hypothesis. The normality of the data was determined using the Kolmogorov-Smirnov Test.

4. Results

The independent variables (emotional, cognitive, and social intelligence) were measured from the management questionnaire (N=120) and the dependent variable was measured from the employee questionnaire (N=233).

Table 1: Descriptive of variables

Variable	Mean	Std. Deviation
Emotional intelligence	3.93	0.5061
Social intelligence	3.76	0.4834
Cognitive intelligence	4.13	0.4801
Authentic leadership	3.32	0.3512

Source: Field Survey, (2019)

Cognitive Intelligence (mean value of 4.13, standard deviation = 0.4801) had a mean value greater than 4. The variable was highly rated implying that management had high level of cognitive intelligence. Variables with mean values between 3 and 4 are emotional intelligence (mean = 3.93, standard deviation = 0.5061), and social intelligence (mean = 3.76, standard deviation = 0.4834). The implication is that management averagely rated these dimensions. Authentic leadership qualities of management were also averagely rated by the employees (mean of 3.32 and a standard deviation of 0.3512). The implication here is that employees do not regard AL qualities since the mean recorded was close to the decision rule.

4.1 Normality and Correlations of Variables

The normality of the data was determined using the Kolmogorov-Smirnov Test. The results, as shown in Table 1.2, indicate that the data passes the test for normality confirming the multivariate normality of the data. This is because the Kolmogorov-Smirnov Test values for the variables are greater than the 5% significance level.

Table 2: Tests of normality

	Kolmogorov-Smirnov ^a	
	Statistic	Sig.
Emotional intelligence	0.287	0.310*
Social intelligence	0.177	0.200*
Cognitive intelligence	0.166	0.214*
Authentic leadership	0.151	0.218*

The correlation is indicated in Table 1.3.

Table 3: Correlation analysis of the variables

		EI	SI	CI	AL
EI	Pearson Correlation	1.00	0.645	0.612	0.316*
	Sig. (2-tailed)		0.071	0.110	0.000
SI	Pearson Correlation	0.645	1.00	0.387	0.213*
	Sig. (2-tailed)	0.071		0.070	0.006
CI	Pearson Correlation	0.612	0.387	1.00	0.514*
	Sig. (2-tailed)	0.110	0.070		0.000
AL	Pearson Correlation	0.316*	0.213*	0.514*	1.00
	Sig. (2-tailed)	0.000	0.006	0.000	

*. Correlation is significant at the 0.05 significant level (2-tailed)

KEY: EI = Emotional Intelligence, SI = Social Intelligence, CI = Cognitive Intelligence, AL = Authentic Leadership

Results from the study showed that there is a positive relationship between the independent variables (emotional intelligence, social intelligence and cognitive intelligence) and the dependent variable (authentic leadership). Authentic leadership positively and significantly correlated with cognitive intelligence ($r = 0.514$, p -value < 0.05), emotional intelligence ($r = 0.316$, p -value < 0.05) and social intelligence ($r = 0.213$, p -value < 0.05). Hence, cognitive intelligence, emotional intelligence and social intelligence positively predict authentic leadership.

4.2 Multiple Regression of the Variables

The multiple regression was then utilised to determine the extent of influence of the cognitive intelligence, emotional intelligence and social intelligence on authentic leadership. The regression model summary showing the correlation coefficient (R) and the coefficient of determination (R-square) is presented in Table 1.4

Table 4: Regression model summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0.897	0.8046	0.8011	0.74302

The correlation coefficient of the model summary (indicated as R) was 0.897, as shown in Table 1.4. This shows that social intelligence, emotional intelligence, and cognitive intelligence predict authentic

leadership. The coefficient of determination (R squared) is 0.8046, indicating that the 80.5% variation of authentic leadership is predicted by social intelligence, emotional intelligence, and cognitive intelligence.

Table 5: ANOVA Social, emotional and cognitive intelligence on authentic leadership

Model		Sum of Squares	Df	Mean squares	F	Sig.
1	Regression	16.463	3	4.116	7.455	0.000 ^b
	Residual	74.530	221	0.552		
	Total	90.993	224			

Dependent Variable: Authentic Leadership; b. Predictors: (Constant), social intelligence, emotional intelligence, and cognitive intelligence

The p-value or level of significance is 0.000 and indicated in Table 1.5. This means that the result is significant ($p\text{-value} = 0.000 < 0.05$), and the available data was a good fit for the model. Therefore, there is strong evidence that the regression model gives accurate predictions on the determinants of authentic leadership by social intelligence, emotional intelligence, and cognitive intelligence.

Determining the importance of social intelligence, cognitive intelligence, and emotional intelligence to authentic leadership, the regression coefficients were computed.

Table 6: Regression coefficients of social, emotional and cognitive intelligence on authentic leadership

		Un standardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(constant)	0.381	0.868		5.438	0.000
	Social Intelligence	0.493	0.122	0.589	3.053	0.000
	Cognitive Intelligence	0.809	0.138	0.177	4.234	0.027
	Emotional Intelligence	0.381	0.868	0.134	2.567	0.010

Dependent variable: Authentic Leadership

The regression coefficients illustrated in Table 6 showed a constant of 0.381 which is significant at the 0.05 significance level ($B = 0.381$, $p\text{-value} = 0.000 < 0.05$). All the other variables indicated a positive and significant relationship with authentic leadership. For example, social intelligence positively and significantly related authentic leadership ($B\text{-value} = 0.493$, $p\text{-value} = 0.000 < 0.05$). Cognitive intelligence positively and significantly related authentic leadership ($B = 0.809$, $p\text{-value} = 0.027 < 0.05$). Emotional intelligence also positively and significantly related authentic leadership ($B = 0.381$, $p\text{-value} = 0.010 <$

0.05). The model equation is therefore given as: Authentic Leadership = 0.381 + 0.493 (Social intelligence) + 0.809 (Cognitive Intelligence) + 0.381 (Emotional intelligence) + ε

4.3 Discussion of Findings

The study considered emotional intelligence, cognitive intelligence and social intelligence as the factors that modulate authentic leadership qualities among private tertiary institutions. With emotional intelligence, all constructs (self-awareness, social awareness, self-management, relationship management and responsive decision-making) were averagely rated. Also, social intelligence had all its constructs (skills to behave appropriately, accurate interpretation of social situations, and knowledge of social situations) averagely rated. However, cognitive intelligence had all its constructs highly rated. Authentic leadership was found to positively and significantly correlate with cognitive intelligence ($r = 0.514$, p -value < 0.05), emotional intelligence ($r = 0.316$, p -value < 0.05) and also with social intelligence ($r = 0.213$, p -value < 0.05) such that 80.5% variation of authentic leadership was predicted by social intelligence, emotional intelligence, and cognitive intelligence. Consistent with previous findings (Bolier et al., 2013; Guevan and Song, 2014; Morganson et al., 2014) this study found a statistically significant positive relationship between emotional intelligence and authentic leadership. It was revealed that as the response level of emotional intelligence increases, authentic leadership qualities increase. This finding confirms earlier findings from other researchers which emphasised the relationship of emotional intelligence and its importance to authentic leadership. Positive psychology interventions (a form of emotional intelligence) have been instrumental in authentic leadership and alleviating ills associated with human resource management. The implication is that leaders who are creative solve problems that represent the attributes of authentic leadership. Additionally, authentic leaders incorporate abstract thought while learning from and adapting to the environment. Leaders with cognitive intelligence are more likely to be credible. In support of this, Lyubovnikova, Legood, Turner and Mamakouka (2017) contend that authentic leadership, as a management style, encourages employees by seeking their inputs while modeling ethical behaviour, which is a mark of cognitive intelligence.

5. Conclusion and Recommendations

The results revealed that authentic leadership positively and significantly correlated with cognitive intelligence, emotional intelligence and social intelligence such that 80.5% variation of authentic leadership was predicted by social intelligence, emotional intelligence, and cognitive intelligence. Authentic leadership has a significant impact on organisational citizenship behaviour. We conclude that while attempting to influence employee behaviour, institutions and organisations should consider authentic leadership. The findings revealed that there is a positive and significant relationship between authentic leadership and organisational citizenship behaviour. The implication here is that an increase in any of the variables (social, emotional, and cognitive intelligence) will lead to an increase in employees' OCB. Since authentic leadership positively influences OCB, private tertiary institutions should recruit and/or promote emotional, social and cognitive intelligent individuals as leaders because these individuals are capable of using effective leadership styles to influence their followers to achieve desirable outcomes. Management should focus on creating an ideal climate for employees to develop commitment. Higher Education development practitioners can also implement initiatives that will enhance Affective Commitment for staff retention purposes.

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